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ABSTRACT

The annotated bibliography lists approximately 500 citations (1967-1978) regarding the arts and exceptional children in preschool through grade 8. It is explained that the bibliography was designed to provide concrete material and ideas for teachers and therapists working with exceptional children in mainstreamed, resource room, or special class settings. Entries include author, title, publisher, date, and a brief annotation along with information on category (population or program types), service level (ages or grades), and users (basic, general or advanced). Citations are arranged according to the following categories: art, art therapy, arts and crafts; music, music therapy, rhythmics; dance, dance therapy, movement; drama, psychodrama, role playing; poetry, poetry therapy, bibliotherapy, and creative writing; and general sources on arts related developmental sequences, multidisciplinary approaches to self expression, and exceptional education curriculum incorporating the arts. (CL)

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Expressive Therapies, The ARTS, and The Exceptional Child

(An Annotated Bibliography)

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School District of
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ABBREVIATIONS KEY

If applicable, abstract credit is given immediately following the annotation. At the base of each entry is a key to assist users in selecting publications relevant to their particular needs and interests. Distribution of information is as follows:

left:	middle:	right:
category	service level	user

Abstract Credits:

- AAHPER - American Alliance for Health, Physical Education and Recreation
- ECEA - Exceptional Child Education Abstracts
- NCMHI - National Clearinghouse for Mental Health Information

Users:

- B - Basic (parents, teacher aides, para-professionals)
- G - General (educators)
- A - Advanced (therapists, specialists in their field)

Service Levels:

- All - grades and ages (not preschool)
- Years - infant through 14 yrs. (as stated)
- Grades - PS through Gr. 8 (as stated)
- Groups - early education, primary, intermediate, middle school, junior high (as stated)
- PS - preschool

Category (Population or Program types):

- ADP - Adaptable to Needs of Exceptional Children
- AH - Aurally Handicapped, Auditorilly Handicapped (Deaf)
- ARDS - Arts Related Developmental Sequences
- BD - Behavioral Disorders, Behaviorally Disabled, Behaviorally Disturbed
- BI - Brain Injured
- CAN - Child Abuse/Neglect
- CH - Communications Handicap (Speech and Language Impairment)
- CHP - Childhood Psychosis

CP - Cerebral Palsy
CT - Cognitive Thinking
CTI - Chronic or Terminal Illness
EC - Early Childhood
ED - Emotionally Disturbed
EE - Exceptional Education (Not Including G&T)
EH - Emotionally Handicapped
EMH - Educable Mentally Handicapped
EMR - Educable Mentally Retarded
GED - Graphic Expression Development
G&T - Gifted and Talented
HC - Handicapped Children
IEP - Individualized Educational Program
LD - Learning Disabled
MBD - Minimal Brain Dysfunction
MDAS - Multi-Disciplinary Approach to Self-Expression
MH - Multiply Handicapped
MR - Mentally Retarded
NH - Neurological Handicap
PA - Perceptual Awareness
PH - Physically Handicapped
PI - Perceptually Impaired
PMR - Profound Mentally Retarded
PMS - Perceptual-Motor Skills
SA - Sensory Awareness
SE - Special Education
SH - Speech Handicap (Including Cleft Palate)
SL - Slow Learner
SM - Socially Malajusted (Delinquency)
SMR - Severely Mentally Retarded
TMR - Trainable Mentally Retarded
VH - Visually Handicapped (Partial Sight, Blind)

TABLE OF CONTENTS

Grant Information..... ii

Acknowledgements..... iii

Abbreviations Key..... v

Introduction..... 1

Categories:

Art, Art Therapy, Arts and Crafts..... 5

Music, Music Therapy, Rhythmics..... 51

Dance, Dance Therapy, Movement..... 80

Drama, Psychodrama, Role Playing..... 98

Poetry, Poetry Therapy, Bibliotherapy, Creative Writing..... 109

General Sources: Arts Related Developmental Sequences, Multi-Disciplinary Approaches to Self-Expression, Exceptional Education Curriculum Incorporating The Arts..... 121

To
Kristine,
who, by years,
is no longer
a child.

INTRODUCTION

Federal and state laws in recent years have guaranteed education opportunities to all children through the public school systems. This bibliography was compiled to assist parents, educators, and therapists who are interested in, and responsible for providing experiences in The Arts to children with Exceptional Education needs.

Although the primary intent was to provide resources for those persons serving in public educational settings, the material can be utilized by all others concerned with meeting the social, emotional, developmental and educational needs of handicapped or gifted children. The Arts should be an integral part of every child's learning experience whether that experience is provided by public school systems, day-care treatment centers, residential institutions, or recreational facilities.

We have limited entries in this bibliography to material published in the United States within the last ten years (1967-1977), except for a few publications projected for early 1978 release, based upon information provided by publishers. Except for a few works reprinted in the United States, foreign publications are not included since many would not be readily available at local resource centers. Users will find other foreign publications referenced in the bibliographies of some of the more comprehensive works listed herein.

The age span covers infant through either chronological or mental age of 13 years; and educational levels of preschool through Grade 8. Those references which also contain some material applicable to junior high or high school students are so indicated in the "key" at the base of the annotation.

We have listed those books and periodical references which may be helpful to teachers and therapists working in educational environments. The selected works cover programs, methods, materials, activities and lesson plans. Those publications dealing with philosophy, theory, experimental research, or case studies are not included unless they also contain specific techniques which could be adapted for use in an educational setting. Persons interested in theory, philosophy, case studies, experimental research, or material published prior to 1967 will find extensive bibliographies, dealing with those areas, listed in many of the referenced publications.

The purpose of this bibliography was to provide concrete material and ideas for use by those persons serving Exceptional Children who are mainstreamed, who are in resource programs, or who are enrolled in self-contained classes. Parents of preschool children and recreational leaders should find many of the publications useful in providing arts experiences in non-academic environments.

The compilers gathered their references from a number of sources. We requested a computer search from the University of Wisconsin-Milwaukee, Library Data Services, based on 56 descriptors, time span 1967-1977. The Council for Exceptional Children Search provided 626 unannotated printouts. After reviewing these citations, 565 items were selected for research. Five hundred of these references were annotated by the authors and are included in this bibliography.

In addition to the contracted CEC/EXCEPT CHILD Computer Search, we received from the National Institute of Mental Health a NCMI Literature Search containing 211 annotated printouts, time span 1975-1977. After reading and evaluating these references, 52 items were selected for inclusion. The majority of these references covered experimental research,

case studies, professional papers, or doctorial dissertations not relevant to our particular needs. Much of this material could only be useful to therapists, psychiatrists, or psychologists in private practice, in strictly residential units or in hospital settings.

The balance of the citations included were obtained from materials that the compilers have used in their work with Exceptional Children, bibliographies referenced in published works, and responses from publishers to a letter requesting information as to their current or projected publications applicable to this project.

Some unannotated citations are included which by title indicate a relevance to this compilation, but for which neither the publication nor an abstract were available in the holdings of the resource centers used by the researchers. Many of them are regional studies which would be available to educators in the proximity. Instructional media materials are not included. However, many of the publications do list specific sources for audiovisual aides, equipment, and instructional supplies either in appendixes or references at the end of chapters.

Users will note that some general arts education publications are included. These contain material which is easily adaptable for use with children possessing Exceptional Education needs. Publications dealing with developmental sequences are included because of their importance in providing information on assessing and remediating deficits in arts-related skills.

Many of the teaching techniques specifically related to individual impairments are techniques which would be helpful to any child in the early years of training. Arts-related curriculum, methods, and materials, including

sensory awareness approaches to over-all instruction, provide growth in self-concepts, self-expression, communication and social fulfillment. Emphasis should be on the whole child rather than on the exceptionality.

For ease of reference, this bibliography is divided into six broad categories. The references are listed alphabetically by author. The abbreviations included at the base of each annotation will assist users in finding material specifically suited to their individual needs. References were included in the "General Sources" category when material covered more than one of the art forms in an integrated approach.

While every attempt was made to make as thorough a search as possible for material applicable for use in educational settings, it is likely that certain books and articles have been overlooked. If readers have knowledge of other references which have relevance to this topic, we would appreciate the information on these references for consideration for inclusion in a supplementary volume.

We hope this bibliography will prove useful as a resource book for (1) general educators, particularly classroom teachers who have exceptional children mainstreamed into their classes, (2) Special Education Teachers responsible for providing Arts experiences for their students, (3) college students entering the field, (4) university instructors, (5) recreation leaders, (6) administrators or supervisors, (7) researchers, (8) therapists, psychologists, or psychiatrists, (9) library personnel, and (10) parents of Exceptional Children.

Virginia Minar, ATR

ART, ART THERAPY, ARTS AND CRAFTS

Alexander, Dorothy Whitacre. Arts and Crafts for Students with Learning Difficulties. Elwyn, PA.: Elwyn Institute, 1968.

A number of arts and crafts projects designed for therapy with students with learning disabilities are presented. All materials needed are listed and complete directions are given with an illustration showing the finished product for 36 projects. Materials used are easily obtained and can generally be found in the home. (AAHPER abstract)

LD | All | G

Alkema, Chester J. "Art and the Exceptional Child, Part I." Children's House, 2(6):6-10, Fall 1968.

This article discusses the implications of art for both gifted and mentally handicapped children. Examples of art work produced by normal, gifted and retarded children are presented. The relationship of art to perceptual development and total growth is stressed. Interpretations of the illustrations may be helpful in determining perceptual development in children's visual art expressions. Part I of a two-part series.

G&T,MR | All | G,A

Alkema, Chester J. "Art and the Exceptional Child, Part II." Children's House, 3(1):12-25, Winter 1968.

The challenge presented in the teaching of art to the mentally handicapped is explored in the second part of a two-part series. Selected materials, techniques, and teaching methods designed to meet the creative needs of the mentally handicapped are presented. Techniques to develop the child's verbal expression through art are also described. (AAHPER abstract)

MR | All | G

Alkema, Chester J. Art for the Exceptional. Boulder, CO.: Pruett Publishing Company, 1971.

This author emphasizes the importance of the creative art experience for the various exceptionalities primarily because it fosters a multitude of values relative to the mental, social-emotional, and motor development of children. Emphasis is given to the many special techniques, methods, and materials especially suited to the exceptional child's artistic development, such as: motivation from field trips, records, imaginary occupations, and science; with special techniques for metal tooling, woodworking and paper sculpture.

G&T,EE | Gr. K-12 | G,A

Alkema, Chester J. "Implication of Art for the Handicapped Child." Exceptional Children, 33(6):433-434, February 1967.

Discusses the value of art experiences relative to the physical and social-emotional development of the handicapped child. Describes several adaptations of painting techniques for the orthopedically handicapped. (AAHPER abstract)

PH | All | G

Allen, Betty J. "The Relationship Between Drawings by Sixth Grade Children and Intelligence, Academic Achievement, and Social and Emotional Adjustment." Dissertation Abstracts International, 31(10-A): 5189-5190, April 1971.

A group of 143 sixth grade children were included in this study over a 3 month period to investigate the relationships of developmental levels and evidence of rigidity or flexibility in children's drawings to: (1) group IQ scores, (2) group achievement scores, and (3) group social and emotional adjustment scores. It was concluded that there is a relationship between developmental level of drawings and group intelligence and achievement scores, but not for emotional adjustment as hypothesized. This correlation may be of help to the exceptional educator. (abstract modified)

ADP | GR. 6 | A

Alschuler, Rose H. and Hattwich, Laberta. Painting and Personality: A Study of Young Children. Chicago, IL.: University of Chicago Press, 1969.

This book was originally a two volume work of research conducted at 5 nursery schools. The relationship between use of color, line, form and space, and personality are explored as well as consideration to the developmental level of the individual. Included are case studies and biographical summaries of the children.

ARDS,EE | PS | A

Anderson, Frances E. Art for All the Children: A Creative Sourcebook for the Impaired Child. Springfield, IL.: Charles C. Thomas Publishers, 1978.

This book is the outcome of over seven years work with impaired children. As the foreward states, it "is a successful gestalt of art education knowledge and theory and art therapy insight and practice." It includes, "a treasure chest of art activities and ideas with guidelines on adapting them for specific impairments...a concise explanation of each impairment and benefits of art activity for children with these impairments...guidelines for using behavioral objectives and growth evaluation charts, ideas for mainstreaming art into the regular school program and everything one needs to know about art materials and where to get them." (author's abstract)

EE | All | G

Anderson, Frances E. "Mainstreaming Art As Well As Children." Art Education 28(8):26-27, December 1975.

This short article promotes the idea of an art centered curriculum not only for the special education programs but for all children. While the sequenced activities were used with deaf children, similar art learning situations have been used with visually impaired and physically handicapped children. Social development concepts are emphasized as the children create their own "community."

AH,VH,PH Gr. K-6 G

Bach, Susan R. "Spontaneous Pictures of Leukemic Children as an Expression of the Total Personality, Mind and Body." International Journal of Child Psychiatry, 4(3):86-104, 1975.

Drawings made by three leukemic children are seen to reveal unspoken inner feelings and knowledge of their terminal illness. It is suggested that such spontaneous artwork may have diagnostic, therapeutic and prognostic value.

CTI 8-18 yrs. A

Baumgartner, Bernice, B. and Schultz, Joyce B. Reaching Children Through Art. Johnstown, PA.: Mafex Associates, Inc., 1969.

Geared to the special education teacher and parents, this book explores the creativity of the severely handicapped. A series of exploratory art activities is used to pinpoint where a child is functioning, what experiences he has had, and how he is trying to express himself. It has an abundance of photos of in-class activities, sample art work, and suggested materials and activities. Another interesting feature is a table indicating degrees of development to be used in viewing stages of growth in different types of art activities with the thinking, behavior, and communication expressed, along with related experiences for each.

MR,MH,BD 3-15 yrs. B,G

Bell, Janice W. "Visual Language." Volta Review 73(3):157-60, March 1971.

The author describes the use of art as a procedure to reinforce language learning. Students use a one-word central theme and create a montage. They select, cut out, and assemble magazine pictures that relate to that word. By using visual expression, teachers can determine how complete are the word and language concepts that the aurally handicapped child has developed.

AH All G,A

Bender, Lauretta. "The Creative Process in Psychological Art." Creativity and the Artist's Identity. The Proceedings of the Seventh Annual

Conference of the American Art Therapy Association. Pittsburgh, PA.: American Art Therapy Association, 1977.

Dr. Bender discusses the therapeutic implications of the creative process. Three brief case studies show the use of graphic art in therapeutic intervention. Expressive communication reveals what is happening to the individual at a particular time, and records the struggle to approach reality through perceptual motor experiences.

ED,BD All A

Betensky, Mala. "A Boy's Treatment Through Art Expression in Childhood and Adolescence." American Journal of Art Therapy, 11(1-2):3-24, October 1971-January 1972.

This case study describes psychotherapeutic treatment using art expression as the basic communication. Sixteen photographs of drawings and clay sculpture done by the boy from 8 years-of-age through the 11th grade are analyzed by the author. Symptoms and conflicts are described and explained.

ED 8-16 yrs. A

Betensky, Mala. Self-Discovery Through Self-Expression: Use of Art in Psychotherapy With Children and Adolescents. Springfield, IL.: Charles C. Thomas, 1973.

Presented are ten very complete case studies in which Dr. Betensky used drawing, painting and occasionally clay modeling to facilitate communication with children and help them become conscious of their own behavior. The book also discusses elements at work in the process of art therapy. The case studies are illustrated both with black and white and full-color photographs.

ED 3-15 yrs. A

Black, F. W. "The Size of Human Figure Drawings of Learning-Disabled Children." Journal of Clinical Psychology, 32(3):736-40, July 1976.

A study which investigated the relationships of chronological age, intelligence, actual height and self-perceived height with the height of human-figure drawings in a sample of learning disabled children. The results do not seem to support the projective hypothesis of direct representation of body image in human figure drawings. The author suggests that caution should be exercised in the use of Draw-A-Person size when using as a screening procedure for emotional disturbance.

BD,ED All A

Bland, Jane C. Art of the Young Child: Understanding and Encouraging Creative Growth in Children 3 to 5. 3rd ed. rev. New York, NY.: Museum of Modern Art; distributed by N. Y. Graphic Society of Greenwich, CT. 1968.

Based on fundamental educational approach used in classes of the Art Center of the Museum of Modern Art. Because an adult may view it as scribbles or fantastic shapes, the author emphasized how art is a means by which the young child expresses his individuality and communicates ideas of self and his world. Explanations and illustrations cover each age to define how art expressions can be guideposts toward underscanding and growth.

ADP,EC PS B,G

Brown, Sydney D. Teaching Gifted Students Art in Grades Seven Through Nine. Sacramento, CA.: California State Department of Education, Bureau of Publications, 1973.

This guide offers concepts and suggestions for teaching art to gifted students in grades 7 through 9. The need for the gifted adolescent to attain success in artwork, and to remain uninhibited is noted. Included in discussions of the creative process and the study of art are cognitive synthesis, abstraction and fluency, characteristics of the gifted child, teaching methods, and the development of human potential.

G&T Gr. 7-9 G

Buffalo Public School. Art Projects and Activities for the Mentally Retarded. Buffalo, N.Y.: Division of Curriculum Evaluation and Development, 1969.

Forty-two art activities are suggested for use with mentally handicapped children. For each activity (which also include the four seasons), materials, instructional level, procedure, and variations are specified. In addition, display ideas are presented and recipes given for making materials. (AAHPER abstract modified)

MH,MR K-6 B,G

Burns, R. C. and Kaufman, S. H. Kinetic Family Drawings (KFD): An Introduction to Understanding Children Through Kinetic Drawings. New York: Brunner/Mazel, 1970.

Focuses on specific features of KFD which have emerged from 12 years of clinical experience. One hundred and thirty-seven drawings are reproduced, showing common characteristics of KFD figures and objects which recur most frequently. Included is a KFD Grid and Analysis Sheet to assist clinicians in interpreting KFD's. Valuable in providing a projective test which can tell the teacher much about a student not always available under normal classroom circumstances.

BD,ED Gr. 1-8 G,A

Burris, W. R. A Handbook on the Theory and Practice of Arts and for Educable Mentally Retarded Children and Youth. Jackson, MS.: Mississippi State Department of Education, 1962.

Guidelines are presented for educational experiences in arts and crafts for the educable mentally retarded child. Projects with various materials are detailed, as well as a general discussion of teaching principles and vocational implications. Also included are some recipes, suggestions for equipment, hints, and resources. (AAHPER abstract modified)

EMR Gr. K-12 G

Campbell, June M., King, Malvina and Robson, Mabel. Learning Through Art. Boston, MA.: Teaching Resources Corp., 1975.

Over 100 illustrated art activities are presented which are applicable to children with special needs, ranging in ages 5 through 16 years. The lesson plans listing materials, advance preparation, directions and developmental procedures at three functional levels focus on fostering motor, perceptual and cognitive skills in addition to enhancing social skills. A complete chart which describes the relationship between skill areas and art activities, serves as a guide to correlate lessons with individual needs. Rationale, objectives and the numerous teaching suggestions afford the teacher in special education a valuable resource book for program development.

EE 5-16 yrs. B,G

Carkin, Helen S. Instant Art Lesson Plans. Dubuque, IA.: Kendall/Hunt Publishing Company, 1973.

Sixty art projects in lesson plan form. In each lesson a specific technique is taught which can be applied or modified to involve many more different art projects. Each lesson or project plan includes specific objectives to help provide reasons for teaching each lesson; materials needed; motivational techniques; presentation or demonstration of the step-by-step process; and evaluation procedures. (AAHPER abstract)

MR All G

Carter, John L. and Miller, Phillis K. "Creative Art for the Minimally Brain Injured Children." Academic Therapy, 6(3):242-45, Spring 1971.

A special class of children with learning disabilities (MBI) was arranged in June 1968 at the University of Houston Clinical Education Laboratory to test the theory that creative art activities could improve perceptual-motor coordination. The theory being that art activities were pleasurable and rewarding, therefore providing incentive to learn; and encouraged the development of perceptual awareness and manipulative skills. The article gives lists of suggestions of experiences and activities to stimulate and develop perceptual awareness, self-awareness, and motor skills and coordination. The children in the study showed significant gains.

LD 7-10 yrs. E,G

Cherry, Clare. Creative Art for the Developing Child: A Teacher's Handbook for Early Childhood Education. Belmont, CA.: Fearon Publishers, (Education Division of Lear Siegler, Inc.), 1972.

Principles and activities of a creative art program designed as part of the developmental sequence of the 2 to 6 year-old child's growth. Suggestions are given for sources of materials, and illustrations show young children engaged in a variety of art activities. Examples of art activities included are string paintings, wet chalk designs, paper collage, and cardboard box construction. A chapter is given to each art idea in the following areas with the approximate number of activities in parenthesis: paper (7), color (12), crayons (10), other drawing materials (10), painting (42), paste (5), scissors (4), manipulating materials (10), woodworking (3), styrofoam (3), printmaking (2), and special activities (7). (AAHPER abstract)

EC 2-6 yrs. G

Chervick, David. "Discovering Child Abuse Using a Non-Verbal Approach, Gary: A Case Study." Creativity and the Artist's Identity. The Proceedings of the Seventh Annual Conference of the American Art Therapy Association. Pittsburgh, PA.: American Art Therapy Association. 1977. pp. 102-104.

The value of art therapy in child abuse cases is that the artist can tell his secret in signs and symbols. More than in verbal therapy, it allows the child to hint at what is happening without being an accuser. This case study describes how one practitioneer established a trusting relationahip with an abused child.

CAN 6 yrs. A

Cohen, Elaine Pear, and Gainer, Ruth Straus. "Art as Communication With Children." Childhood Education, 53(4):199-202, 1977.

Incidents are presented which illustrate that art provides a key for understanding children's ideas and concepts, and enables children to make contacts with their own ideas and so better understand themselves. One incident involved a sixth grade class that observed faces and mood changes in mirrors, then drew the faces, and guessed at the moods present. Another incident communicated a child's reaction to the death of Martin Luther King. Yet another incident related a second grade class's drawing of parents and the messages within those drawings. (NCMHI abstract)

EE 6-12 yrs. G,A

Cohen, Felice W. "Introducing Art Therapy Into a School System: Some Problems." Art Psychotherapy, 2(2):121-135, 1975.

A pilot study was undertaken to investigate utilization of Art Therapy in a regular school setting within a major public school system, and to determine the possibility of developing engagement procedures between Art Therapy and behavior modification. Problems encountered: Adminis-

trative procedures; educating other school staff about Art Therapy, the need to initiate a program on very short notice with limited physical facilities; and referral of appropriate children for Art Therapy. Guidelines are offered for implementation in similar school settings. (NCHMI abstract modified)

EE Gr. K-12 A

Cohen, Felice W. Mark and the Paint Brush: How Art Therapy Helped One Little Boy. Austin, TX.: The Hogg Foundation for Mental Health, The University of Texas, 1971.

In this twenty-four page pamphlet a therapist describes procedures which enabled a seven-year-old, through his drawings of stick figures in cartoon format, to release anxieties which he otherwise could not relate to those attempting to help him.

ED 7 yrs. A

Coombs, Virginia H. "Guidelines for Teaching Arts and Crafts to Blind Children in the Elementary Grades." International Journal for the Education of the Blind, 16(3):79-83, March 1967.

General objectives of an effective arts and crafts program are presented. Various activities are listed for the following skills: dressing skills, use and control of paper, woodworking, weaving, sewing, knitting, pottery and sculpture, leather work, metal work, and art experiences. A bibliography includes six references. (AAHPER abstract)

VH Gr. 1-8 G

Cornia, Ivan E., Stubbs, Charles B., and Winters, Nathan B. Art is Elementary - Teaching Visual Thinking Through Art Concepts. Pravo, UT.: Brigham Young University Press, 1976.

Introducing 2 sections of loose-leaf pages from a series of eight booklets that provide a complete art program for preschool and elementary school students. The Preschool and Maturity Level One are combined to accommodate those interested in nursery school, home living, and child development areas. The Preschool Level contains 22 activities that provides the teacher with a developmental level, what it means, how to recognize it, what to do, why, how often and when, and coordinated evaluation suggestions. The Maturity Level One contains 25 activities that are based on a concept and objective approach with suggestions for teacher preparation, motivation, art activity, alternative activity, and evaluation criteria.

ADP PS to Level 1 B,G

Council for Exceptional Children. Arts and Crafts: Exceptional Child Bibliography Series. Reston, VA.: Council for Exceptional Children, Information Center on Exceptional Children. February 1971. 21 pp.

Contains 99 references selected from exceptional child education abstracts in the area of arts and crafts. The following information is provided for each entry (which includes research reports, conference papers, journal articles, texts, and program guides): bibliographical data, availability information, indexing and retrieval descriptors, and abstracts. Author and subject index are also included. (AAHPER abstract)

EE | All | G

Cox, Artelia Moore. Arts and Crafts are More Than Fun in Special Education. Danville, IL.: Interstate Printers and Publishers, Inc., 1970.

Areas covered include art activities, handicrafts, aspects of art education, and enrichment experiences for exceptional children. The author suggests ways of integrating arts and crafts with other learning disciplines and emphasizes the beneficial attributes of group and family involvement.

EE | All | B,G

Dagley, Catherine S. IDEA: Developmental Experiences Through Art. Chicago, IL.: Follett Publishing Co., 1978.

IDEA Provides creative art experiences to enhance the total development of children ages 3-7 and offers an inexpensive way to include art in the curriculum five days a week. The Teacher's Manual and 260 activity cards provide objectives, necessary materials, and complete instruction for developing learning through art experiences.

ADP | 3-7 yrs. | G

Danoff, Judith. "Children's Art. The Creative Process." Children Today, 4(4):7-10, 1975.

Children's art is discussed as a means of self-expression, to ease tensions or to express well-being. Ways in which a child uses creative materials in three stages of a developmental process are described: the exploration stage, the intuitive design or transitional stage, and the intended design (realistic or representational) stage. Methods for supporting child during each stage are examined. (NCMHI abstract)

ED,BD,SM,G&T | 6-12 yrs. | G,A

Danwitz, M. A. "A Study of Human Figure Drawings of Children With Language Disorders." Dissertation Abstracts International, (order no. 70-24, 461) 31(6-B), December 1970.

A mixed group of judges (using a scale modeled on the semantic differential) rated drawings of 30 children (10ED, 10NH and 10 Normal) to determine the rating scale most suitable for evaluation. It was concluded that six characteristics were found to give the highest correlation to be used as a clinical tool, providing objective criteria for identifying the drawings of young language impaired children with emotional disturbances or neurological impairments: sophisticated-naive, well proportioned-disproportioned, organized-disorganized, pleasant-unpleasant, precise-vague, unfractured-fractured. This proposed scale may contribute to one aspect of the diagnostic evaluation of language-impaired children. (abstract modified)

EE | PS-Gr. 2 | A

De Wyngaert, Laura. "Art for the Blind." Arts and Activities, 73(1):30-32, February 1973.

The title means what it says - art for the blind...posters that were consciously designed with surface patterning and Braille printing, with Braille labels attached giving more explanation for an unsighted audience. Some of the ideas used may be adaptable by an art teacher of the blind.

VH | All | B,G

Di Leo, J. H. Children's Drawings as Diagnostic Aids. New York, NY.: Brunner/Mazel, 1973.

A comprehensive and useful volume which explores significant deviations in great depth. Over 150 drawings of preschool children are discussed. Widely illustrated, contents include an overview, family drawings, handicapped children's drawings and those with learning disorders.

EC,EE | 1-6 yrs. | G,A

Di Leo, J. H. Young Children and Their Drawings. New York, NY: Brunner/Mazel, 1970.

This collection of 340 drawings illuminates the development of the normal child and of the unusual and deviant, from age 13 months to 6 years, including the mentally subnormal, cerebral palsy, syndromes of cerebral dysfunction, communication disorders, and diverse personality disorders. This publication can be of helpful assistance to the teacher of children, as well as a valuable aid to the researcher of human development of normal or handicapped children.

EE,EC | 1-6 yrs. | G,A

Dimondstein, Geraldine. Exploring the Arts With Children. New York, NY: MacMillan, 1974.

This author firmly believes in education of the feelings through the arts. Her book deals with painting, sculpture, dance, poetry - freeing of the sensory perceptions. It is designed to present creative problems that permit children to understand concepts, explore media, evoke images, and create expressive forms. The lessons are done in dialogue form: teacher, child, starting with the problem, observations while children are working and the follow-up discussions. Many photographs of the childrens' art work and dance activities are included.

G&T | Gr. 1-6 | G,A

Emleu, Mary Gay. "Art and the Slow Learner." School Arts, 69(7):10-12, March 1970.

Using four examples of successful painting projects with slow learners, ages ranging 13-15 years, I.Q. range 42-67, the author has illustrated that: (1) art can be a meaningful personal experience rather than busy work, (2) art can be used to teach elements of art in an enjoyable way, (3) art can develop decision making skills in the slow learner.

EMR,TMR 13-15 yrs. B,G

Fahler, D. "Special Art for Special Students." Instructor, 83:70-74, February 1974. (il.)

Four projects using art materials and daily living tools in a creative way while achieving specific goals for special students who are able to recognize sets of twos, shapes, and identify colors.

MH Gr. K-3 B,G

Frame, Phyllis. "The Use of Art in Remedial Tutoring With an 8 Year-Old Boy." American Journal of Art Therapy, 13(3):205-16, April 1974.

Beginning each remedial tutoring session, the student was asked to draw a picture as a warm-up for cursive writing. Efforts were made to have the child express his feelings about his artwork both verbally and in short sentence commentaries. A diary account of the tutor's sessions are given with illustrations of the artwork he accomplished each time, showing his inner tensions quite dramatically. Because the tutor was able to recognize these signs of anxiety, she responded in ways that did not intensify his problems.

LD 8 yrs. G,A

Freasier, Aileen W. "Print Art: Sequential Task Programming for the Trainable Mentally Retarded." Education and Training of the Mentally Retarded, 6(6):98-107, October 1971.

An experimental program is described in which the teacher of TMR children incorporates an extensive hierarchy of logical sequences in structuring an arts and crafts curriculum to attain cognitive, emotional, sensory and motor objectives. This program is based on a 3 month continuum of art activities completed by TMR children. Ranging from the simple to the complex, a total of 149 individual activities in 15 categories of print art were considered during the study.

TMR All G,A

Fukurai, Shiro (translated by Margaret Haas and Fusako Kobayashi). How Can I Make What I Cannot See? New York, NY: Van Nostrand Reinhold Co., 1974.

Basically this book focuses on how blind children were exposed to art experience. The author - teacher increased motivation by employing dance and music for example, to increase sensory awareness for later work with clay and brush drawing. Of special interest are the photographs, explanatory text and pupil's comments about their work. Essentially, the reader sees a view of a sensitive teacher who realizes the creative potential within the blind children.

VH PS-Gr. K-12 G

Gair, Sondra. "An Art-Based Remediation Program for Children With Learning Disabilities." Studies in Art Education, 17(1):55-67, 1975.

Author carried out an evaluative study to determine the effects of an art-based remediation on the psycholinguistic abilities of 30 learning disabled children. (AAHPER abstract)

LD All A

Gair, Sondra B. "Form and Function: Teaching Problem Learners Through Art." Teaching Exceptional Children, 9(2):30-32, Winter 1977.

The GMVR Program: "Receptive-Expressive Learning Through Art" described in this article uses the arts to reach children with behavioral, emotional, perceptual, and learning problems. This program was found to affect the psycholinguistic channels of reception, association, closure, sequencing and manual expression. The goal was to build these specific learning channels by having children use their visual expression skills in art based tasks. Seven major concepts dealing with perceptive and art learning behavior, are taught sequentially through a slide-cassette program that challenges learners to solve realistic problems through art. (AAHPER abstract modified)

SL,LD Gr. 3-8 G,A

Gallagher, Patricia A. "Procedures for Developing Creativity in Emotionally Disturbed Children." Focus on Exceptional Children, 4(6):1-9, November 1972.

This article is a report and evaluation of 3 studies in which planned activities were used to encourage creativity and divergent thinking in emotionally disturbed children. Sample lesson plans are included, as well as evaluative results showing significant improvement after the art lesson procedures. One study showed that the younger children made greater improvement.

ED All G,A

Gantt, Linda and Strauss-Schmal, Marilyn. Art Therapy - A Bibliography. Rockville, MD.: National Institute of Mental Health, 1974. (For sale by Superintendent of Documents, U.S. Government Printing Office, Washington, D.C., 20402, Stock #017-024-00383-2).

A comprehensive bibliography in art therapy listing articles and books from 1940-1973 with certain sections devoted specifically to children and adolescents as well as art therapy as applied to diagnosed developmental deficits and/or handicapping conditions.
BI,MR,NH,PH Gr. K-12 G,A

Gerber, Madge. "The Compulsive Use of Non-Verbal Expression by Three Very Disturbed Young Children." in Psychiatry and Art. Proceedings of the IV International Colloquium of Psychopathology of Expression. ed. by I. Jakab, NY: S. Karger, 1968. pp. 61-67.

Two case studies are presented showing successful use of art therapy and music therapy with obsessive compulsive children.
ED Gr. 1-3 A

Gitter, Lena. "How Art Can Nourish Self-Concepts." Academic Therapy, 8(1):5-10, Fall 1972.

The article is written as a guide for developing art appreciation and language in the classroom teacher and parents of school-age children. The participation in the arts and valuing of the arts will then be taught to the children who can develop a good self-concept through the acceptance of their own artwork. Suggestions are given on films to use, activites and games to play, field trips to take, and vocabulary to develop.
EE,ADP 5-12 yrs. B,G

Gitter, Lena L. The Montessori Approach to Art Education. Seattle, WA.: B. Straub Publishing Company, 1973.

Mrs. Gitter's special, nationally recognized contribution to the creative use of the Montessori method is gathered here for use and adaptation by the special and regular teacher. By examples, the successful use of art materials, following the Montessori method in a variety of situations, particularly with the retarded, handicapped, and disadvantaged, provides the children's bridge to awareness, of themselves and their environment. Illustrations and references are given.
MR,PH,EC PS B,G

Golomb, Claire Young Children's Sculpture and Drawing. Cambridge, MA.: Harvard University Press, 1974.

The development of the child's representation of the human figure both drawn and modeled, is traced by the author. It also attempts to show with pages of examples, how varied and inventive the young child's productions are at each developmental stage. Symbolic play is discussed as it enters into the child's development.

EC 2-7 yrs. G,A

Gonick-Barris, Susan E. "Art for Children With Minimal Brain Dysfunction." American Journal of Art Therapy, 15(3):67-73, April 1976.

Contrary to the view that for children with minimal brain dysfunction (which included specific dyslexia and/or emotional impairment) art is generally beyond them unless strictly structured, the author describes her efforts in establishing a genuine creative arts program. The purpose was that the visual arts should serve as an alternative mode of expression through joy, release and therapy. Problem description, materials, approaches, successes and failures are presented. By using art as a means of exploration and play to create and express, appreciation of self and realistic self-assessment was facilitated.

MBD Gr. K-12 G,A

Gounard, B. R. and Pray, R. C. "Human Figure Drawings of Learning Disabled and Normal Children at Three Age Levels." Perceptual and Motor Skills, 40(3):914, 1975.

This study was done with 51 learning disabled students and 130 normal children doing human figure drawings and scored according to criteria based mainly on Harris. The results suggest that children with learning disabilities do not necessarily produce inferior human figure drawings. The greater attention to head details shown by the older LD children support Machover's hypothesis that emphasis of head is found in the drawings of children with learning disabilities.

LD Gr. K-6 A

Grove, Richard. "The Arts and the Gifted." Proceedings of the National Conference on Arts and Humanities/Gifted and Talented. Spearfish, SD: October 1974. Reston, VA.: The Council for Exceptional Children, 1975.

Included are reports and presentations dealing with identification of the gifted/talented populations; the use of literature, music, drama, visual art, and dance programs in the schools; arts and human learning programs for all students; gifted programs and career education.

G&T All G

Haimes, Norma. "Guide to the Literature of Art Therapy." American Journal of Art Therapy, 11:1-2:25-42; October 1971-January 1972.

Annotated bibliographic listing of literature on art therapy. Seventy-one listed sources in seventeen different groupings. (AAHPER abstract modified)

EE | All | B,G,A

Hammer, E. F., ed. The Clinical Application of Projective Drawings. Springfield, IL.: Charles C. Thomas Publisher, 1971.

This is a clinical book which explores and surveys the extent and diversity of projective drawings. The three major divisions encompass theoretical background, expressive components and content components. The editor attempts to deal with the subject as a diagnostic method in actual practice and also as an adjunct to psychotherapy. This book addresses the clinician, who has sufficient expertise to use it with the art of the exceptional child.

EE | Gr. K-12 | A

Harcum, Phoebe M. "Classroom Techniques: Using Clay Bodies in Multi-dimensional Teaching of the Retarded." Education and Training of the Mentally Retarded, 7(1):39-45, February 1972.

This article describes successful uses of ceramics in educational programs of broad application to handicapped and gifted children. It discusses the value of such programs for the social, emotional, and mental growth of the child, with emphasis on applications with retarded children. The thesis is that the versatility of clay bodies as a tool promotes child development in many target dimensions; personal and social by working together on a bas relief or making gifts for a friend; emotional by releasing tension through "wedging" the clay; perceptual-motor by manipulation of a tactile medium; and the physical science by making new shapes and seeing the chemical changes as the clay dries. The practical advantages of a low cost and availability are also described. (author's abstract modified)

EE | 6-12 yrs. | G

Hatfield, Agnes. "The Education of Vision." Reading Improvement, 13(3): 140-143, 1976.

The role of art is described as a necessary adjunct to education. Elementary sensory experience is considered basic to all knowledge, and art enhances knowledge by teaching how to see new things and to organize perceptions into new meanings. To learn appreciative attitudes, the student must develop receptivity to stimuli, a quiet mind, the ability to be absorbed, and the capacity to delay closure on perceptions and ideas. Art is defined in this assessment of educational priorities as the ability to perceive things around man which is basic to all symbols understood and concepts developed in the educational process. (NCMHI abstract, modified)

EE | All | G

"Have Fun With Photography." Accent on Living, 21(3):68-70,72-73, Winter 1976.

Includes tips on choosing and operating a camera for persons in wheelchairs who have limited use of their hands. (AAHPER abstract)

PH Gr. 6-12 G

Hollander, H. Cornelia. Creative Opportunities for the Retarded Child at Home and in School. Garden City, NY: Doubleday and Co., Inc., 1971.

A collection of six booklets -- Getting Started, Finger Painting and Print Making, Drawing and Painting, Clay and Other Dimensional Media, Stitchery, and Woodworking and Odds and Ends. It is written for parents, teachers, volunteers, nurses and vocational workers. A variety of techniques are included: printing, rubbings, drawings, crayon processes, puppets, paper mache, collage and mosaic, sculptures and holiday decorations. Bibliographical listings and additional resources are included in each booklet.

MR All B,G

Iowa State Dept. of Public Instruction, and Special Education Curriculum Development Center. Art Integration: A Teaching Program for the Mentally Retarded. Des Moines, IA.: The State Department. Iowa City, IA.: The University, August 1969.

To aid the teacher of the mentally retarded in integrating art into other subject areas, two sample projects and five lesson units with core activities are planned. Expectations, suggestions, directions and ideas are given. Appendixes list art materials, supply and equipment companies, and books for both teachers and children. (AAHPER abstract modified)

MR All G

Isaacs, Deusen Claire, ed. Proceedings of the Conference on Art for the Deaf. Los Angeles, CA.: Junior Arts Center, 1974.

The Proceedings consist of four research articles regarding art for deaf which can be used by a classroom teacher with no art background. The stress is on the value of visual experience as a part of learning for the deaf child. Subjects dealt with are art and learning, environmental limitations of the deaf, art performance of the deaf and support of visual-esthetic literacy.

AH Gr. K-12 G

Issacs, Leslie Dashew. "Art-Therapy Group for Latency Age Children." Social Work, 22(1):57-59, 1977.

A pilot art therapy group for latency age children who had problems with peer relationships is described. The group was found to be an excellent diagnostic tool in demonstrating the particular behavior that led to each child's peer related problems. As a therapeutic tool, the art therapy group was found to help girls to become aware of their behavior, to understand its impact on others, and to learn alternative modes of relating in an enjoyable situation. The participants were seen to be better able to make friends, and they exhibited increased social and verbal skills and had greater self-confidence. (NCMHI abstract)

BD,SM,G&T,ED 5-12 yrs. A

Israel, Lawrence J. and Heal, Laird W. "A Developmental Study of the Subject Matter Choices in the Free Drawing of Trainable Mentally Retarded Subjects." Exceptional Child, 37(8):597-600, April 1971.

The authors are presenting their research evidence that indicates significant differences in the subject matter preferences of the drawing samples of trainable mentally retarded children and nonretarded children of a comparable MA. Three classes of TMR's with MA 2-7 to 6-6 yrs. and CA 8-3 to 14-10 yrs. were used in the study. Two age trends were noteworthy 1. Lower MA children drew more humans and fewer plants than did higher MA children. 2. The inclusion of human features on human figures was also significantly correlated with both MA and IQ for the TMR sample for five or six features. This information could be useful in planning an art program for the TMR.

TMR 8-14 yrs. G,A

Jacobson, Marilyn. "Art as an Experience: An Experiment in Film." American Annals of the Deaf, 117(3):401-402, June 1972.

Described is an art experience using film and rhythm instruments, done by four deaf fifth grade students in an art class. Working with clear 16mm film, they applied color, line and shape directly on the film and then reacted to the projected imagery with variation in rhythmic responses. (AAHPER abstract)

AH Gr. 3-9 G

Jamesen, Kenneth. Art and the Young Child. New York, NY: Viking Press, 1968.

Guideslines for teacher and parent are presented to how best cultivate expressive art in young children. The views as a result of observation and research with children 3 through 7 years stress the importance of artistic expression as a starting point for acquiring educational skills. Stages of development, creative activities and processes, stimuli, fantasy and assessment procedure provide the reader with specific methodology. Numerous illustrations with relevant questions are helpful.

EC 3-7 yrs. B,G

Jungels, Georgiana. "Expanding Art Experiences in Schools to Include All Children." in Creativity and the Art Therapist's Identity. ed. by Roberta Hastings-Shoemaker and Susan E. Gornick-Barris. The Proceedings of the Seventh Annual Conference of the American Art Therapy Association. Baltimore, MD.: American Art Therapy Association, October 28-31, 1976. pp. 31-32.

An approach is presented which suggests what sensory stimuli may be used to motivate exceptional students, as well as questions a teacher should ask him or herself when choosing appropriate art projects.
EE Gr. K-12 G,A

Kahnert, Veda Moses, Ph.D. "Case Study: The Use of Drawing and Painting With Disturbed Adolescent Girls." American Journal of Art Therapy, 10(4):205-215, July 1971.

The experimental art therapy sessions described, done at a mental hospital for girls, proved to be useful as a mode of self-expression and as a means to enhance the staff's understanding of each individual's underlying problems and of the current psychological developments. She sited, through illustrated case studies, evidence that painting brought about an evolution from withdrawal to liberated attitude on life. She stated that educators must transcend the art teacher's usual limitations by understanding the language of visual symbols and be ready to interpret them.
ED 8-12 yrs. G

Kay, Jane G. Crafts for the Very Disabled and Handicapped: For All Ages. Springfield, IL.: Charles C. Thomas Publisher, 1977.

Kellogg, Rhoda. Analyzing Children's Art. Palo Alto, CA.: National Press Books, 1970.

The author traces development in art from two-year-olds, whose scribbling often is considered meaningless, to children of eight, whose art customarily is viewed as a simple attempt to show reality. She defines and classifies the forms that are common to children's art throughout the world, and establishes the fact that these forms are normal, despite the standards prevailing in psychological tests based on children's art. Children's art has important implications for education and esthetics, as well as psychology. (publisher's abstract modified)
ADP 2-8 yrs. G,A

Kellogg, Rhoda with O'Dell, Scott. The Psychology of Children's Art. New York, NY: CRM Inc., 1967.

Abundant with colored illustrations, this study was written to express the idea that art is universal. Children all over the world go through the same developmental stages and make the same symbols. The stages of scribbling; finding hidden shapes; outlining shapes; adding design; making mandalas, sun, and radials; drawing the human figure; developing a picture; and the world of imagination are all discussed and examples given.
EC 2-12 yrs. G

Kleinke, Patricia D. "Beneficial Teaching Techniques for Trainable Retarded." Education and Training for the Mentally Retarded, 3(2), 1968.

This article describes a 2-year pilot program for TMR, aged 6-10 which focused on improving social adjustment, developing motor coordination, communication and self-confidence. Movement, music, art and drama were employed. The art projects were intended to have the children profit from each experience rather than uncover any artistic abilities. Several techniques are described which would be helpful to the exceptional educator of TMR.
TMR Gr. 1-6 G

Koppitz, Elizabeth Munsterberg Ph.D. Psychological Evaluation of Children's Human Figure Drawings. New York, NY: Grune and Stratton, 1968.

This research work attempts to investigate all the different aspects of the human figure drawings (HFD) and their relationship to each other. The children on this project were analyzed and scored both as a developmental test of mental maturity and as a projective test of interpersonal attitudes and concerns. It described the use of HFD's in screening school beginners, in diagnosing brain injury and in assessing a child's progress in therapy. Ten case histories are presented with illustrations.
BI,ED,BD,LD 5-13 yrs. A

Kramer, Edith. Art as Therapy With Children. New York, NY: Schocken Books, 1971.

Recalling experiences from the past thirty years, Edith Kramer presents various aspects of art therapy, she used with disturbed and handicapped, but does not describe specific art programs in which they functioned. Her art therapy program is based on principles that are true for the education of all children, dealing with sense of identity, feelings of emptiness, interpretation of reality, ambivalence, aggression, defenses, and sublimation. The first chapter discusses the profession of art therapy and its relationship to art education. The rest of the book is a collection of 16 full color reproductions and 49 black-and-white pictures from a number of children as they deal with one problem or another in her sessions. She stresses as an art therapist the importance of

encouraging all children to do something active and creative in this increasingly mechanized and passive world, because it is therapeutic.
ED,BD,VH All G,A

Kramer, Edith. "Art Therapy and Childhood." American Journal of Art Therapy, 14(2):36-38, 1975.

A discussion of art therapy as an instrument that can be used to lead the therapist to the root of a child's frustrations. With children, the possibilities of assessing the effect of any remedial attempt are considered weaker than with adults. The continued dependency of the child's mental health on parents and home environment is cited as an obstacle to therapy and a source of frustration to the therapist. (NCMHI abstract)
EE 6-12 yrs. A

Krippner, Stanly and Clickenstaff, Ralph. "Development of Self-Concept as Part of an Arts' Workshop for the Gifted." Gifted Child Quarterly, 14(3):163-66, Autumn, 1977.

To breakdown stereotyped role definitions and facilitate self-expression, a group of gifted students were involved in an "arts workshop". Through various projects and exercises, the students were able to think of themselves as "gifted" persons with talents and skills which demanded attention, in hopes that this would eventually have some long term effect in their vocational choice.
G&T All G,A

Krone, Ann. "Art Instruction Methods for the Developmentally Disabled." Journal for Special Educators of the Mentally Retarded, 13(2):121-123, 128, 1977.

Methodological suggestions are given for teaching art to developmentally disabled children or adults. Art is important to such individuals as a medium of communication and a means of developing manual dexterity, coordination, and a favorable self-concept. Emphasis is on motivation for making paper objects such as kites, hats, masks, and collages and a description is given of the fifth developmental stage in art, in which the final product rather than just the experience, is important. Attention to naturalistic detail characterizes this stage. It is noted that little information is available in print about art instruction methods for developmentally disabled individuals, and methods used with average persons do not apply. (NCMHI abstract)
EE All G,A

Landgarten, Helen. "Art Therapy as Primary Mode of Treatment for an Elective Mute." American Journal of Art Therapy, 14(4):121-125, July 1975.

Because the patient, a seven-year-old child, withheld speech, art therapy was the primary therapy used during the course of a 7 month period. Art served as a means of communication and role playing which eventually served as a rehersal for behavior change and increased risk-taking.
BD,ED Gr. K-12 A

Levin, Elaine. "Art and Special Education." School Arts, 73(6):14-15, February 1974.

After teaching art in a private school for children with emotional problems and learning disabilities, this art instructor found weaving on a wooden and cardboard loom to be very successful. Because these children have a low self-esteem, and lack self-confidence and self-discipline they need a material that offers delinated limits, is easy to create a pattern with, allows for choices, and yet is not overwhelming.
PH,LD,BD 9-12 yrs. B,G

Lewis, Hilda Present, ed. Art for the Preprimary Child. Washington, D.C.: The National Art Educational Association, Spring 1972.

Eight essays written by preprimary teachers and research workers who have studied young children's art. It offers a theoretical framework for understanding children's art, suggestions for working with young children at home and at school, and new approaches to art curricula for the youngster.
EC 18 mos. to 5 yrs. B,G

Linderman, E. W. and Herberholz, D. W. Developing Artistic and Perceptual Awareness: Art Practice in the Elementary Classroom. 2nd ed. Dubuque, IA.: W. C. Brown, 1969.

This well-known art education book is particularly adaptable to the needs of exceptional children since the authors stress a total involvement of the senses approach to learning through art. Graphic image developmental stages are detailed together with check points for evaluating children's art growth. The chapter on motivation gives excellent suggestions for stimulating creative expression.
ADP 2-12 yrs. G

Lindsay, Zaidee. Art and the Handicapped Child. New York, NY: Van Nostrand Reinhold Co., 1972.

This book stresses how art can serve the handicapped child, not only to provide emotional therapy, but to also encourage communication skills, sensory motor development, visual awareness and environmental sensitivity. Much emphasis is placed on fulfillment through personal achievement as essential to education of the child with special needs. The first part

of the book deals with the historical background and information of individual handicaps and particular learning difficulties. The second part is devoted to art and craft techniques designed to help teachers choose the most suitable art therapy for a particular handicap. A limited bibliography and illustrations are included.
PH,MR,BI,AH,VH,AUT All G

Lindsay, Zaidee. Art is for All: Arts and Crafts for Less Able Children. New York, NY: Taplinger Publishing Co., 1968.

Art activities for educationally subnormal children are presented in the areas of painting, carving, printing, paper construction, mosaics, collages, paper and wire sculpture, embroidery, and a puppet theatre. Seventy-two illustrations provide examples of students' work for each area; suggestions for teachers are included. (AAHPER abstracts)
EE All G

Lindsay, Zaidee. Learning about Shape: Creative Experience for Less Able Children. New York, NY: Taplinger Publishing Co., 1969.

Art education for the educable mentally handicapped is described with an emphasis on shape rather than real life subjects. Building shapes, materials used, handling shapes, repetition, and creating shapes are discussed as are discovering space shapes, creating dimension, and making contrasts. Attention is also given to feeling and creating rhythmic shapes, the influence of materials and tools, making patterns, shapes and textures, related shapes and irregular arrangements. (AAHPER abstract)
EMR All G

Little, Willard. "Training in Pre-Art Skills." The Pointer, 20(2): 16-17, Winter 1975.

Stresses the need to teach motor handicapped children basic skills before going into regular art lessons. Skills described include holding a pencil, tracing, scissors, general work habits, and color. (AAHPER abstract)
PH,EC,MH PS - Gr. 3 G

Lovano-Kerr, Jessie and Savage, Steven. "Incremental Art Curriculum Model for the Mentally Retarded." Exceptional Children, 39(3): 193-199, November 1972.

This article reviews the role of visual art in special education curriculums and briefly reviews three studies: one on characteristics of art activities which were popular with special children; one which researched the mo- efficient teaching methods in art for mentally retarded children; and another which found that mentally retarded children are capable of learning

art concepts through systematic teaching. The authors also present a curriculum model which promotes self-awareness and self-concept through visual analysis and perceptual discrimination. The excellent abbreviated lesson plans and activities serve as a good beginning for further development and expansion of the role of the arts in special education curriculum.

EMR,LD,BD | Gr. 1-6 | G,A

Luca, Mark C. and Allen, Bonnie. Teaching Gifted Children Art in Grades Four Through Six. Sacramento, CA.: California State Department of Education, Bureau of Publications, 1973.

This guide offers concepts and suggestions for teaching art to gifted students in grades 4 through 6. Discussed are the following aspects: identification of gifted children, clarification of self-image, acquisition of skills and understanding of media, fine arts vs applied arts, and curriculum needs in relationship to the gifted child.

G&T | Gr. 4-6 | G

Lyddiatt, E. M. Spontaneous Painting and Modeling: A Practical Approach in Therapy. New York, NY: St. Martin's Press, 1972.

The material contained in this book can be used by the professional art therapist working in both public school and day-care and residential educational settings. Although the examples used are produced by adults, the methods and techniques detailed are adaptable for therapeutic intervention with primary, intermediate and middle-school children. Of particular interest is the use of personal written comment by the artists about their visual expression. This multi-creative arts approach can facilitate a better understanding of self. A chapter on Workroom, Technique and Materials is helpful for practitioneers setting-up new programs.

ED,BD,SM | 4-14 yrs. | A

McFee, June King. Creative Problem Solving Abilities in Art of Academically Superior Adolescents. Washington, D.C., National Art Education Association; Palo Alto, CA., Stanford University, CA., School of Education; Sponsoring Agency: Ford Foundation, New York, NY: National Art Education Association, Washington, DC, March 1968.

G&T | JHS | G

McNeff, S. A. "Organizing Visual Perception Through Art." Academic Therapy, 9:407-410, Summer 1974.

The author explains how relating the analysis of objective pictorial features can help the child, with a perceptual deficit, organize and clarify his visual experience. Producing and visually analyzing the qualities and relationships enables the child to further his awareness of size, shape, line, color, spatial relations, visual constancy and memory of design. The teacher can facilitate the process through group discussion which was found to be very helpful with LD children.

EE Gr. K-6 A

Marine, Esther. "Learning to Work With Children Through Re-Experiencing Childhood." Art Psychotherapy, 3(3/4):187-95, 1976.

Social work students took part in three experiential art sessions to recall first hand childhood experiences during preschool, latency and adolescent periods. The activities detailed and resultant responses are helpful in understanding what is useful for the therapist/educator to better facilitate contact and closeness with the child.

ADP Gr. K-8 G,A

Maynard, Marianne. "The Value of Creative Arts for the Developmentally Disabled Child: Implications for Recreation Specialists in Community Day Service Programs." Therapeutic Recreation Journal, 10(1):10-13, 1973.

Creative art activities to prepare the developmentally disabled for daily living tasks are described. Goals of such a program: 1) to help the child understand various art forms; 2) provide an outlet for creative expression; 3) to gain skills in body coordination and tool manipulation; 4) and give opportunities for problem-solving and communication. A schematic model is provided which suggests steps in programming for creative development. (NCMHI abstract, modified)

EE All G

Meyerhoff, Hilde. "Art as Therapy in a Group Setting: The Stories of Batja and Piva." American Journal of Art Therapy, 16(4):135-144, July 1977.

The two case studies center on paintings done in a hospital environment where the therapist worked within groups rather than individualized sessions. Particularly useful are the motivational themes assigned which can be adapted to educational settings. Accompanying verbilizations and the interpretive techniques employed, based on background data and graphic symbolism, are particularly useful for therapists working with small groups.

BD,ED 9-11 yrs. A

Milstein, Sherry. "Art Therapy for the Child With a Learning Disability." In: Arena, John I. ed. Meeting Total Needs of Learning-Disabled Children: A Forward Look. San Raphael, CA.: Academic Therapy Publications, 1971, pp. 159-161.

Art therapy serves in many ways as a tool with learning disabled children: enhancing self-esteem, a means of catharsis, an aid in diagnosis, a teaching aid and a device to indicate progress or regression.
LD Gr. K-12 G

Mississippi State Department of Education. A Handbook on the Theory and Practice of Arts and Crafts for Educable Mentally Retarded Children and Youth. Jackson, MS.: The State Department, n.d.

Discusses theory and rationale for arts and crafts in the special education program. Describes many craft projects in a variety of media. Special resource lists include: recipes, suggested materials and equipment, sources of materials, resources for free material, and a bibliography. (AAHPER abstract)
EE All G

Montgomery Chandler. Art for Teachers of Children. Columbus, OH.: Charles E. Merrill Publishing Company, 1968.

A thought provoking book that takes the teacher and the class "out and around" the environment to have aesthetic experiences through creative experiments with found objects and sounds. The author's proposes that by focusing on the aesthetic experiences (as with texture, color or sound) new learning possibilities will open up for the child and the teacher and an appetite for what is lively, vivid, and personally felt will be developed. This book would be adaptable for the teacher of the gifted and talented.
G&T Gr. K-9 G,A

Moore, Paula. "Art and the Autistic Child." Arts and Activities, 79(3):28-29, April 1976.

Because art projects requiring explanations and direction are usually worthless when working with the autistic child, a new approach had to be developed. At the Brentwood Center for Educational Therapy in Pacific Palisades, California, a program of art experiences using different techniques of body prints was found to be successful in helping the child relate something he produced to a part of himself.
AUT 4-12 yrs. G

Mullins, June B. "The Expressive Therapies in Special Education." American Journal of Art Therapy, 13(1):52-58, October 1973.

Suggestions are made as to methods by which special education curricula for blind, physically handicapped, delinquent, drug-addicted or emotionally disturbed children can effectively utilize recent developments in the expressive arts. Actual pictures drawn by such children are reproduced to illustrate the use of innovative art therapy as a means of communication and understanding. (AAHPER abstract)

VH,PH,SM,BD Gr. 6-8 G

Musik, Patricia L. "Special Child - Special Growth Developmental Art Therapy." Art Psychotherapy, 3(3/4):135-144, 1976.

Eight multiple handicapped pre-school children took part in a special program to determine if such treatment could increase their developmental level. Of the remaining 6 children, after one semester, it seems that atypical handicapped children may function more effectively through creative activities.

MH PS A

Naiman, Doris W. "Picture Perfect: Photography Aids Deaf Children in Developing Communication Skills." Teaching Exceptional Children, 9(2):36-38, Winter 1977.

New York University's Deafness Research and Training Center conducted a photography project for deaf youngsters attending a public school for the deaf. Photography, a form of self-expression and communication, resulted in significant increases in interaction with others and expression of feelings. (AAHPER abstract)

AH Gr. 4-12 G,A

Namer, Albert and Martinez, Yolande. "Case Study of Painting in Group Psychotherapy With Children." Bulletin of Art Therapy, 6(2):73-78, January 1967.

This report on the use of painting in group psychotherapy describes the size and setting of their Paint Workshop in some detail. Two therapists, a male and female, worked with four to eight children, ages 5-12 years, of dull-normal intelligence. The one hour sessions were conducted for two to three years, twice a week. They chose the medium of painting because it permits relief from tensions. As the group began the pictorial theme of loneliness frequently occurred. Later the dialogue began and the paintings took on more of a social function and group solidarity was developed. Group murals were encouraged. Progress was not always smooth due to competition for therapist attention and the role of group leader occurs. Illustrations are included.

ED 5-12 yrs. G,A

National Assessment of Educational Progress. Design and Drawing Skills. Roy H. Forbes, director. Washington, DC: Superintendent of Documents, U.S. Government Printing Office, June 1977.

As a recognition of the fact that art can be assessed and is important enough to measure, the National Assessment of Educational Progress established the national assessment of art at the elementary, junior high, and senior high levels, on a national scale. Assessed were those elements of art education that are valued and are a foundation for participation in the experience of art, namely design and drawing skills. This report examined data from 1965-1975 on the art-production abilities collected from 9-13 and 17 year olds representing all types of communities and regions throughout the U.S. responding to four design and drawing exercises. Assessments are in progress for a 1978-79 report that will hopefully include a more complete range of the production goals. Illustrated examples of acceptable and unacceptable responses plus extensive charts of the assessed exercises comprise the majority of the report.

ADP All G,A

Naumberg, Margaret. An Introduction to Art Therapy: Studies of the "Free" Art Expression of Behavior Problem Children and Adolescents as a Means of Diagnosis and Therapy. New York, NY: Teachers College Press, Teachers College, Columbia University, 1973.

Presented are six detailed, with numerous illustrations, studies of five to fifteen-year-old children under treatment at New York State Psyciatric Institute and Hospital. The art therapist, Margaret Naumberg describes her use of "free" art expression to help the patient release unexpected capacities and reveal fears, wishes and fantasies that the psychiatrist then used in diagnosis and therapy. Each study includes the clinical history, time spent with patient, subject matters used, and conversations that occurred. This book should help educators and patients recognize that the release of the unconscious into imaginative and spontaneous art projections is of vital importance for the balanced ego development of the normal child.

ED 5-15 yrs. G,A

Nelson-Gee, Ellen. "Learning to Be: A Look into the Use of Therapy With Polaroid Photography as a Means of Recreating the Development of Preception and the Ego." Art Psychotherapy, 2(2):159-164, 1975.

A series of art therapy sessions with a 5-year-old boy who had been diagnosed as emotionally disturbed with minimal brain dysfunction were built around polaroid photography in a variety of locations. The boy was encouraged to take pictures in an attempt to discover what he saw and to give him a framework for communicating his perceptions. The camera technique, which allowed instant feedback, was supplemented by the

therapist's mirroring of the child. Positive results are discussed in terms of perceptual development and the growth of object relationships between the child and the therapist. (NCMHI abstract)
ED,MBD 5-12 yrs. A

Nuckols, Mrs. Thomas W. "Art for Remedial Readers." Texas Outlook, 52(3):23, March 1968.

A short article describing how one remedial reading teacher uses art to help teach reading, and to gain insight into the behavior or feelings of a child. The author has found that illustrations of stories and poems can assess comprehension, understanding of sequence, or ability to recall details. She believes that visual creative expression can lead to verbal expression which contributes to reading readiness.
LD Gr. 1-6 C

Packard, Sandra. "Learning Disabilities: Identification and Remediation Through Creative Art Activity." in Creativity and the Art Therapist's Identify. ed. by Roberta Hastings-Shoemaker and Susan E. Gornick-Barris. The Proceedings of the Seventh Annual Conference of the American Art Therapy Association, Inc. Pittsburgh, PA.: pp. 57-60.

The author's view is that the creative art experience benefits the learning disabled child by providing mental stimulation to enhance imaginative thinking and reality shaping by being psychologically therapeutic. Characteristics of the LD child, art interview and evaluation procedures are essential prerequisites to a well-designed creative art program for learning disabled children. Also prepared is a complete bibliography for reference.
LD Gr. K-12 A

Parker, Judith Ann. "Art and the Special Child." School Arts, 69(7): 32-33, March 1970.

This author gives a very positive approach for getting the physically-handicapped child involved and accepted in a Fine Arts program. She sees the Fine Arts making a real contribution in filling idle time with activities that build awareness for beauty and joy and gives fantasy a meaningful purpose. Although she feels it is not necessary to provide expensive equipment she does give a list of fifteen ways to modify ordinary things.
PH All B,G

Pattemore, Arnel W. Arts and Crafts for Slow Learners. Instructor Handbook Series. Dansville, NY: The Instructor Publications, Inc., 1969.

This booklet presents projects which have been used in special education art classes successfully. The contents include program planning, the teacher's role, art processes, seasonal crafts, classroom decorations, and ways to display children's work. (AAHPER abstract modified)

EE Gr. 1-8 G

Perkins, Carol Francisco. "The Art of Life-Threatened Children: A Preliminary Study." in Creativity and the Artist's Identity. The Proceedings of the Seventh Annual Conference of the American Art Therapy Association. Pittsburgh, PA.: American Art Therapy Association, 1977. pp. 9-12.

This is a preliminary exploration of the art of seriously ill children and its relationship to the diseases from which the artists suffer. Most showed definite symptom projection and/or death awareness in their art, as typified by color choice, symbol usage, and page placement. Three brief case studies show examples of recognition of their approaching deaths, and of the body changes occurring in the disease process. A proposal is made for further research into the quality of death anxiety and awareness in children, and for the use of art as a projective tool for these children. (author's abstract modified)

CTI 5-10 yrs. A

Perlmutter, Ruth. "Construction." Teaching Exceptional Children, 4(1): 34-41, Fall 1971.

Using many common or recycled materials, the author/art teacher outlines and illustrates thirteen simple construction projects for older retarded children. She also includes a couple of paragraphs of handy hints for care and storage of the art media. The projects are adaptable for home and group use.

EMR,TMR,LD 10-14 yrs. B,G

Perlmutter, Ruth. "Papercrafts and Mobiles." Teaching Exceptional Children, 4(3):134-141, Spring 1972.

Easy to follow description of and directions for eleven collage and mobile projects developed by the author in a three year experiment with retarded children who are physically able to use scissors, tissue paper and small mosaic pieces. Illustration are included.

EMR,TMR,LD Gr. K-6 B,G

Pickford, Ralph William. Studies in Psychiatric Art; Its Psychodynamics, Therapeutic Value and Relationship to Modern Art. Springfield, IL.: Charles C. Thomas Publisher, 1967.

This book is directed at the professional who desires a detailed examination of psychiatric art by exploring various kinds of art production, processes involved in art therapy and the psychodynamics of modern art and traditional art in relation to psychiatric art. Of special interest are chapters dealing with clinical and artistic aspects of a child's drawings and painting by delinquent boys. Illustrations.

ED,BD Gr. K-8 A

Pile, Naomi, F. Art Experiences for Young Children. New York, NY: Threshold Division, MacMillan, 1973.

The contents cover introduction of various art media to the preschooler to be used as an expressive tool. With each media, a clear explanation is given about how to present the material, exploration possibilities and supplies. The author offers many practical suggestions as well as numerous illustrations to show what results can be expected. The book is helpful in assisting the early childhood educator in helping the young child grow through art as well as how to respond to and interpret young children's art.

EE,ADP PS B,G

Pope, Michael. "Art, Play and Slow Learners." Special Education, 59 (4):19-23, December 1970.

This article discusses an art program for slow learners. Areas covered are motivation techniques, the use of play concepts, creativity recognition and stimulation, and suggested art projects. Useful is a summary of temperal characteristics of the boys in the author's class together with individual art projects completed.

EE All G

Rainey, Ernestine W. Art for Young Children. Mississippi State University State College. Preschool and Early Education Project. Sponsoring Agency: Bureau of Education for the Handicapped (DHEW/OE). Washington, DC. Handicapped Children's Early Education Assistance Program, July 1974.

This manual is designed to help plan art experiences for children with developmental problems. Sections on pasting, cutting, crayons, clay, finger painting, paper tearing, and crafts. Lists of activities, materials needed, and procedures for teaching. (AAHPER abstract)

EC Gr. K-3 G

Robbins, A. and Sibley, L. B. Creative Art Therapy. New York, NY: Brunner/Mazel, 1976.

The author believes that to have successful art therapy, the synthesis of psychoanalytic principles, creativity development and personal growth is necessary. The origins of art therapy, followed by the relavant issues which confront most art therapists comprise Part One, "Theory and Practice". The interaction of theory and practice, and the concurrent artistic and personal growth are evidenced in the case studies of Part Two. "Applications", Part Three includes discussion of materials and a comprehensive listing of techniques which refer to function, materials, population, purposes and direction to achieve specific objectives. This book serves as a practical guide to students, and professionals alike. Good bibliography.

AT,ADP PS - Gr. 12 G,A

Ross, Wendy M. "The Children's Experimental Workshop." Parks and Recreation. 10(9):27-31,60-61, September 1975.

Visually handicapped children are involved in a creative arts experience at Glen Echo Park, Maryland. Both handbuilding and potter's wheel techniques have been used successfully with clay.

VH All G

Rubin, Judith A. "Art is for All Human Beings - Especially the Handicapped." Art Education, 28(8):5-10, December 1975.

Author developed a program for handicapped children, enabling them to express themselves creatively and expand the psychological image they project upon others. (AAHPER abstract)

EE All G,A

Rubin, Judith A. Child Art Therapy - Understanding and Helping Children Grow Through Art. Florence, KY.: Van Nostrand Reinhold, 1978.

To understand how children use art to communicate their feelings and needs, this well-known art therapist explains decoding symbolic messages, ways to facilitate expression, and conditions for encouraging creative growth and development through art. She states how and why the art therapist helps in many therapeutic settings with art therapy for families, mother-child, group, multi-modality group, and the handicapped child. As well as these areas, she focuses in on helping the "normal" child and parents through art and play.

EE All G,A

Rubin, Judith A. "The Exploration of a 'Tactile Aesthetic'." New Outlook for the Blind, 79(9):369-75, 1976.

To investigate whether blind children have tactile aesthetics that are qualitatively different than their sighted and partially sighted peers, a group of scrap wood sculptures created by blind, partially sighted, and sighted children were presented to judges who were children also blind, partially sighted and sighted. The potential usefulness of tactual stimuli for projective testing was implied, as well as a suggestion for modification in attitude and perception by sighted individuals who teach or present art to blind children. (NCMHI abstract modified)

VH | All | A

Rubin, Judith A. "Through Art to Affect: Blind Children Express Their Feelings." New Outlook for the Blind, 69(9):385-91, November 1975.

Describes the feelings and fantasies expressed in and through art by multiple handicapped visually impaired children. Children express need for freedom of movement and expression, and their anger and fear about injury, rivalry, uniqueness, and blindness.

MH,VH | 6-12 yrs. | G

Rubin, Judith and Kleneman, Janet. "They Opened Our Eyes: The Story of Exploratory Art Program for Visually Impaired Multiply-Handicapped Children." Education of the Visually Handicapped, 6(4):106-13, December 1974.

Although much existing literature on art for the retarded and for the blind reveal condescending attitudes on the creative capabilities and experimental abilities of the handicapped child, the authors provided twelve slow learning blind children with an exploratory art experience. The result was beneficial to all concerned, the children had a new avenue of expression and the author/therapists were resensitized by the children's awareness to their surrounding through smells and tactile awareness. The major value of the art activities is that the children became the active ones when because of their disabilities they are often the passive ones.

MH,VH | 5-13 yrs. | G

Ryerson, Margaret S. "Death Education and Counseling for Children." Elementary School Guidance and Counseling, 2(3):165-74, 1977.

Elementary level counseling as an avenue for preventing destructive behavior patterns in children at the death of a loved one is presented. Methods are suggested such as: encouragement of expression of feelings; lessons on animal life cycles; role-playing; and art activities. Examples are given of how these approaches help the child work out feelings of guilt, suppressed anger at being abandoned, and general anxieties that can lead to antisocial behavior patterns. It is concluded that effective counseling can help a child accept death as an inevitable part of life. (NCMHI abstract modified)

EE | 5-12 yrs. | G

Sahin, Seluk T. "Different Strokes for Preschool Folks." Day Care and Early Education, 4(1):32-34,42, 1976.

Observation of a child first experiencing artistic and creative use of paints and clay is reported. The child observed seemed concerned with appropriateness or permission to use and enjoy the paints and the clay from his teachers and from his mother. Use of paints and clay is considered beneficial for relaxation, expression, and learning. The product of childhood art need not be related to his needs but can serve to demonstrate changes occurring in the child's outlook, living pattern or perceptions. (NEMHI abstract, modified)

ADP PS G,A

Salant, Edna G. "Art and Play Therapy With a Vietnamese Child: A Study in Primary Prevention." in Creativity and the Artist's Identity. The Proceedings of the Seventh Annual Conference of the American Art Therapy Association. Pittsburgh, PA: American Art Therapy Association. 1977. pp. 82-85.

This report covers short term therapy which helped the 5½ year old child express memories and feelings of a traumatic period in his life and free him for future growth and development. Use of a peer relationship helped the child reenter a group from which he had previously felt alienated. With the use of art and play therapy this child was able to make a good adjustment to a new life situation.

BD 5 yrs. A

Salant, Edna G. "Preventive Art Therapy With a Preschool Child." American Journal of Art Therapy, 14(3):67-74, April 1975.

Using art therapy and play therapy, the author worked with 150 normal preschool children, ranging in age from 2½ to 7, who exhibited a variety of problems. Described is the procedure followed for determining the child's needs by observation, maximum parent input and therapy sessions to encourage nonverbal expression. One case is given in detail to illustrate how the therapies are used in preventing emotional problems from developing into serious symptoms.

BD,ED PS A

San Diego County Department of Education. Art Guide: Let's Create a Form. Washington, DC: Association for Childhood Education International, 1969.

Designed as a teaching guide for art from primary through upper grades, the booklet briefly describes materials and equipment, the process involved, teaching hints, and some evaluation techniques for a number of art forms. The forms included are the assemblage, puppets, mobiles and stabiles, carved forms, sand casts, paper sculptures, wood sculptures, salt dough,

paper laminations, clay models, woven baskets, and other woven materials. AAHPER abstract)
ADP,SM,LD,BD Gr. 1-8 G

Saunders, Robert J. Art for the Mentally Retarded in Connecticut. Hartford, CT.: Connecticut State Department of Education, 1967.

This material reports the results of an art research project conducted with mentally retarded children. The test group of six TMR children (C. A. 5-7 years) participated in art experiences twice-a-week for five weeks. The hypothesis explored was if drawing without copying could help the child increase his self-concept and/or body-image. Examples of activities, analysis of projects, and evaluation of results may serve as guidelines to similar investigative studies.
MR All G,A

Sayed, Joseph A. and Leaverton, David R., M.D. "Kinetic-Family-Drawings of Children with Diabetes." Child Psychiatry and Human Development, 5(1):40-50, Fall 1974.

The role of the familiar emotional stress has been recognized as a significant factor in the life of children with diabetes. The Kinectic-Family-Drawing was used to study 52 children with diabetes, as a projective technique that could reveal many aspects about family dynamics and interaction. An equal number of K-F-D's of otherwise normal children were matched to the experimental group by age, sex, and race. The children with diabetes showed more examples of isolation in their drawings and this finding correlated with the examples of aggression. The results of these findings help to understand the management dynamics of the families of diabetic children. (author's abstract modified)
CTI 6-12 yrs. G

Schildkrout, M. S., Shenker, I. R., and Sonnenblick, M. Human Figure Drawings in Adolescence. New York, NY: Brunner/Mazel Publishers, 1972.

Human figure drawings can provide a projective, diagnostic tool in pointing to possible psychopathology. One hundred ninty-two drawings of both in-patients and normal adolescents were used in illustrating various levels of maturity and conditions. Each chapter deals with both normal and abnormal aspects of adolescent psychology. Significant is the chapter on "Danger Signals: Acting-Out, Suicide and Homocide." Changes reflected in drawings over a 2-3 year span are given in the final chapter. The authors intend to show that human figure drawings at a time of crisis do call attention to a specific problem and can be of assistance to those who work with youth.
BD,ED,MR 11-19 yrs. G,A

Schmidt, Alfred. Craft Projects for Slow Learners. New York, NY: John Day Company, 1968.

Thirty illustrated step-by-step craft projects. Aimed to simplify teaching of crafts so that an unskilled teacher can help even the slowest child in the class make something with his own hands. Variety of media used include clay, paper, paper mache, paint and wood. (AAHPER abstract)

LD,EMR Gr. 1-8 B,G

Shectman, Angel E. ed. Insights: Art in Special Education - Educating the Handicapped Through Art. Milburn, NJ: Art Educators of New Jersey, 1976.

A very comprehensive art curriculum with resources for both the Art and Special Education teachers working with age range from pre-school to high school. The curriculum is divided into eight sections 1) Philosophy; 2) Definition of disability and implicated art program; 3) Objectives of art program with appropriate adaptations and teaching methods; 4) Art elements and principals basis to accomplish sequential learning experiences which includes growth expectancies, desired cognition, desired skills and abilities with approaches for each disability; 5) Administration of Special Education Art program which stresses responsibilities of the school personnel to provide opportunities for mainstreaming, a resource room, safety in the physical aspect of the building and special supplies and equipment; 6) Art activities and processes according to techniques to be taught; 7) Glossary of art, special education, clinical aspects, learning disabilities, and behavior modification terms; 8) Categorized bibliography.

EMR,TMR,PMR,BI,BD,VH,AH,PH PS - HS B,A,G

Silver, Rawley A. A Demonstration Project in Art Education for Deaf and Hard of Hearing Children and Adults. New York, NY: Society for the Deaf, July 1967.

This study assesses visual arts aptitudes, interests and vocational opportunities for the aurally handicapped. Fifty-four deaf and hard of hearing children and adults participated. They attended experimental art classes. Student questionnaires measured interest and professional questionnaires measured vocational opportunities. Test instruments were used to assess aptitude. The results showed no difference in aptitude and interest between the deaf and the hearing. Talented deaf can succeed in visual arts professions, people working with deaf underestimate the capabilities of the deaf in visual arts areas, and art techniques and concepts can be taught without oral verbalization.

AH All A

Silver, Rawley A. and others. A Study of Cognitive Skills Development Through Art Experiences; An Educational Program for Language and Hearing Impaired and Aphasic Children. New York, NY: New York City Board of Education. Office of Special Education. School District 75. Sponsoring Agency: New York State Education Department, Albany, Office of Urban Education, 1973.

Eighteen students learned certain mathematical concepts through procedures developed for teaching and evaluating cognitive achievement of painting and drawing tasks. Nine tests were developed and administered including a pretest and posttest of cognitive skills. Results indicate art procedures were useful in teaching certain mathematical concepts, and that art educators need not neglect the development of art skills and values while using art techniques for therapeutic intervention. The study is detailed enough for duplication and use by advanced practitioneers.

AH,CT 8-15 yrs. G,A

Silver, Rawley, A. "Art and the Deaf." American Journal of Art Therapy, 9(2):63-77, January 1970.

As a basic for a doctoral project, the author researched an interest in the fact that deaf children are often retarded in their performance in tests of abstract thinking. This retardation may be a result of a general deficiency of symbols rather than a specific deficiency of language. She thought it was conceivable that art experiences could develop the necessary symbols for abstract thinking. Illustrations of various paintings exhibited feelings of isolation, violence, and people contradicting themselves. As a second study, she set out to get evidence that the deaf can become competent artists, designers or craftsmen - aptitudes there are little known about, or education and training provided for with the deaf. The findings of the two research projects were inconclusive because they were based on small samples but they did support the belief that art can have special value in educating deaf children and that some deaf people are gifted artists.

AH 6-12 yrs. G

Silver, Rawley A. "Art Breaks the Silence." Children's House, 4(4):10-13, Winter 1970.

The author reports the results of a study in which twenty-five deaf or aphasic students participated in experimental art classes for approximately ten weeks. On the basis of evaluations made by qualified professionals it was concluded that the drawings and paintings produced by these children showed their ability to generalize, associate, and express ideas and feelings. Those who have hearing and/or language handicaps can benefit from art experiences, not only to facilitate individual artist's talent, but to increase abstract thought abilities.

AH 8-17 yrs. G,A

Silver, Rawley A. "Children With Communication Disorders: Cognitive and Artistic Development." American Journal of Art Therapy, 14(2): 39-47, January 1975.

The basis of this paper is the belief that art experience can be structured so therapeutic and educational goals do not conflict. Described is a study in which art procedures were used with children, ages 7 through 15, who had language and hearing impairments. To show how both development and imaginative artistic expression and development of cognitive skills can be developed simultaneously through the use of art experience, the author describes the activities, results and final evaluation of the 34 test children and control group used.

AH,CH PS - Gr. 8 A

Silver, Rawley A. "Using Art to Evaluate and Develop Cognitive Skills." American Journal of Art Therapy, 16(1):11-19, October 1976.

The rationale that art experience can serve to establish patterns for language to follow, using the concept of class, space and sequential order is the basis for this research. Two illustrated studies are given detailing the procedures and results which seem to indicate that the art therapist and art teacher can effectively use art techniques to help remediate communication disorders or learning disabilities.

AH,CH,LD All A

Sinclair, D. "Art Teaching for the Blind." Teacher of the Blind, 63(3): 65-72, Spring 1975.

Author explores art for blind persons as a means of therapy, reinforcement of tactile memory, development of manipulatory skills, self-expression, and development of imagination. (AAHPER abstract)

VH All G,A

Sommers, Sue. "Marionette Making and Self-Awareness." American Journal of Art Therapy, 16(2):51-53, January 1977.

The basis of this article is how art projects involving piecing together body parts of a marionette can parallel psychological integration of self. Fifty children, ages 6 to 14 years of age, with learning disabilities were involved in this two month project. The author describes materials, procedure in building and assembling, and the use of the marionettes in drama. It is concluded that it is possible to enhance a healthy sense of identity and self-awareness by making marionettes.

LD Gr. K-8 G,A

Stavrianos, Bertha K. "Emotional and Organic Characteristics in Drawings of Deficient Readers." Journal of Learning Disabilities, 3:488-501, October 1970.

The characteristics of House-Tree-Person drawings of 2 groups (problem free, good readers and deficient readers with primary emotional problems) were compared. The deficient readers scored lower and the projective test data suggests that such data can be used in differential diagnosis especially in the earliest school years. The study stresses the need to use patterns of reading and non-reading disabilities to understand the deficient reader. Early identification of the capable child with minor neurological symptoms is possible.

LD,ED Gr. K-6 A

Steinhauser, Margaret N. "Art for the Mentally Retarded Child." School Arts, 69(7):30-31, March 1970.

Because it was evident that the art program for the trainable mentally retarded, level elementary through secondary needed upgrading, this Art Instructor at the Trott Vocational High School in Niagara Falls, N.Y. introduced a new program. The article touches on several important considerations: needed small equipment for three-dimensional projects, time allotment given, size of classes, and need for organization and an established routine. She emphasizes that the art class may give the first realization of achievement to the trainable.

TMR Gr. K-12 B,G

Stember, Clara Jo. "Printmaking With Abused Children." American Journal of Art Therapy, 16(3):104-109, April 1977.

The author describes two case studies of primary age boys who were referred for therapy because they had been physically abused. Ms. Stember's work with abused and neglected children is unique in that she carries materials to the children in her "Art mobile" and works in whatever space is available. She has found that simple printmaking techniques serve as a good starting point for those children whose development has been delayed either by deprivation or traumatic experiences. From this "safe" art experience, children can move on to a more personally expressive use of art materials.

ADP,CAN 4-8 yrs. A

Sussman, Ellen J. Art Projects for the Mentally Retarded Child. Springfield, IL.: Charles C. Thomas Publisher, 1976.

A series of lesson plans to be used by art teachers or special education teachers. Teaching instructions, time needed to complete projects, and guide lines on appropriateness in relationship to student achievement levels are detailed. This structured material is easily duplicated and designed to insure student success.

MR Gr. 1-6 B,G

Sykes, Kim C. and others. Creative Arts and Crafts for Children With Visual Handicaps. Louisville, KY.: American Printing House for the Blind. Instructional Materials Reference Center, 1974.

This teaching guide details instructions for twenty-three art/craft projects which are thought appropriate for teaching art to visually handicapped children. Guidelines include materials, equipment procedure, objectives, variations and photographic examples.

VH All G

Taetzsch, Sandra Zeitlin and Taetzsch, Lyn. Pre-School Games and Activities. Belmont, CA.: Fearon Publishers, 1974.

As teachers and parents of young children, it is important to recognize play activities as learning experiences and to encourage them to test their world through play. This book provides a variety of basic activities and games in the areas of his environment, table games and activities, physical games, number and letter activities, and crafts. Skills in these areas will help the child make the transition from preschool to elementary school.

EC 0-6 yrs. B,G

Taylor, Frank D. and others. Creative Art Tasks for Children. Denver, CO.: Love Publishing Co., 1970.

Based on the theory that art can provide motivation and materials to help exceptional children attend, respond, follow directions, and explore the environment around them. Presented are 146 art tasks including such categories as mixing colors, magic paper, figures and faces, and potpourri. (AAHPER abstract modified)

EE Gr. 1-9 G

Themal, Joachim. A Contemporary Approach to Art Teaching. New York, NY: Van Nostrand Reinhold, 1977.

An art education guide, abundant with stimulating and practical ideas, shows ways to bring new creativity to the art classroom. Using basic techniques and methods such as doodle and finger paintings to printmaking and art exhibits run by children. Joachim Themal wants the art experience to spring from within the child. He feels it is the teacher's role to help children accomplish that inner sense of achievement and good experience in art. He devotes a chapter to "Art and the Emotionally Disturbed Child" and one to the "Inequality and the Talented Child".

BD,G&T Gr. 1-8 B,G

Themal, Joachim H. and Steirman, Carolyn T. "The Formative Power of Art." Bulletin of Art Therapy, 7(1):23-28, October 1967.

Mr. Thermal, an artist and art instructor, feels strongly that in an institution the art room provides a quiet, reassuring, non-competitive environment for the newly arrived child, the child who needs to be accepted and achieve on his level, and the child who wants temporary isolation from the group. Instead of accepting no responsibility or sharing group responsibility, he will, through painting, assume personal responsibility. He points out the need for timing between the teacher's reaction to the child's response and the readiness of the child to receive it. All the teacher should do is offer the incentive to get ready. He encourages exhibiting the child's paintings because the art work will show the individual that he is unique and valuable.

ED 8-12 yrs. G, A

Thrapp, Robert W. "Improvement of Cognitive Functioning in the Trainable Mentally Retarded Through Visual-Motor Tutoring." Child Study Journal, 5(4):211-20, 1975.

Eight trainable mentally retarded public school children were given 27 individual, three dimensional, visual/motor tutoring experiences based on certain psychological correlates of the communications process and the children's inability to perform specific tasks. Eight others served as controls and received 27 individual art and craft experiences. Evidence gained from the study that TMR children possess the potential for improving their cognitive functioning through visual/motor activities is considered to be of major importance. (NCMHI abstract, modified)

TMR Gr. K-8 A

Townley, Mary Ross. Another Look. Menlo Park, CA.: Addison-Wesley Publishing Co., 1977.

Totally new program designed to develop visual awareness and to teach skills in self-expression through involvement of the senses. Levels A, B and C are intended to teach students to recognize forms in the environment. Written with five - nine-year-olds in mind, but adaptable for any age as either core material or to complement an existing curriculum. Student edition has no text except for unit titles which are in English, Spanish and French. The teacher edition has large type for presentation and small for directions and information. All levels (each 80 pages in length) contain 16 units, each complete with purpose, materials list and relevant questions to motivate students. The back page "Scope and Sequence" has a cross-reference as a teacher's aid. This visually appealing, well-written series is an asset to those wishing to heighten visual awareness through sensory involvement as a total learning experience.

ADP Gr. K-6 G

Uhlin, Donald M. Art for Exceptional Children. Dubuque, IA.: Wm. C. Brown Co., 1972.

This book deals directly with visual arts for the exceptional child. The first section involves theory of personality and art, and examines the maintaining and structuring of reality as well as the artistic development of the normal child. The second section deals with art for the exceptional child, i.e. mentally retarded, physically handicapped, learning disabled, emotionally disturbed, visually handicapped and auditorially handicapped. Described are each type of exceptionality, specific deficiencies and individual needs. Limited strategies are listed together with illustrated case studies, which serve to show how artistic expression can help remediate developmental deficits and/or handicapping conditions.

MR,PH,LD,ED,VH,AH Gr. K-12 G,A

Uhlin, Donald M. Recognition and Therapy of Neurologically Handicapped Children Through Art. (C.A.N.H.C. Reports) Santa Anna, CA.: California Association for Neurologically Handicapped Children. n.d.

Described is the diagnostic, prescriptive and therapeutic use of drawing with neurologically handicapped children. Suggestions for using the House-Person-Tree Test for physiological insight are made. Included are examples illustrating test implications and differentiating neurological deficits from emotional problems. Specific materials which can be used with these children are discussed.

LD All A

Uhlin, D. and Deckson, James D. "The Effect of Figure-Ground Reversal in the House-Tree-Person Drawings by Spastic Cerebral Palsied Children." Journal of Clinical Psychology, 26:87-88, 1970.

This study investigated the effect of reversing the negative and positive character of the figure-ground relationship on the perceptually handicapped child's visual-motor performance. Seventeen spastic cerebral palsied children were instructed to do House-Tree-Person drawings on both black and white paper. The results showed that the perceptually impaired child will greatly benefit in drawing and other visual-motor tasks, using figures on black "positive" backgrounds.

NH All A

Ulman, Elinor. "Art Education for Special Groups: Disturbed." in Encyclopedia of Education, ed. by L. C. Deighton. Vol. 1. New York, NY: MacMillan, 1971. pp. 311-16.

The author discusses the relationships between art education and art therapy as it relates to children with emotional disabilities. It consists mostly of theory, history, and general suggestions for programming to meet the needs of these special children. Twenty-five references in the

bibliography, all published prior to 1970, are good resources for those responsible for meeting the needs of the emotionally disturbed child.
ED All G,A

Ulman, Elinor and Dachinger, Penny. Art Therapy - In Theory and Practice. New York, NY: 1975.

A collection of articles, put into book form, originally written for the American Journal of Art Therapy by twenty-three major practitioneers, that provide insight into the development of the discipline since its inception about thirty years ago. The articles range from educational to psychiatric settings and are concerned with knowledge and ideas about the visual arts in education, rehabilitation and psychotherapy. The scope of information is broad to include knowledge about existing programs, the development of new techniques, diagnostic studies, programs of treatment of disturbed children, the elderly, schizophrenics, drug abusers, the retarded and troubled family groups, descriptions of work done in hospitals, community health centers, treatment homes, special educational settings, and the regular classroom.
ADP All G,A

Van Osdol, Bob M. "Art Education for the Mentally Retarded." Mental Retardation, 10(5):1-3, October 1972.

Surveyed are the histories of educational philosophy and psychology in relationship to art education for the mentally handicapped. Also reviewed are current studies having a direct relationship to art education/therapy for retarded children.
MR All G,A

Venture, Lucille. Art Therapy. Baltimore, MD.: Community Education and Development Institute. n.d.

A textbook divided into 3 parts focusing on a survey of the history of art therapy, crisis program, strategy employed for coping with city living. The program used was essentially of primary prevention for normal children but can serve as a tool and guide for students, teachers, therapists and parents of the emotionally disturbed child.
ED,ADP PS B,G,A

Virshup, Evelyn. "Latency - Group Art Therapy: Teaching Socialization Skills Through Art." Child Welfare, 54(9):624-44, 1975.

An art therapy experiment of ten weekly sessions for six latency-aged emotionally disturbed boys in a residental treatment center is discussed. The program produced marked improvements in peer relationships and social-

ization skills. It is concluded that the boys' improvement demonstrated the synergistic effect of combining art therapy with group therapy interaction. (NCMHI author abstract modified)
ED 4-12 yrs. A

Wagner, Lee. Teaching Crafts to the Mentally Retarded. Minneapolis, MN.: T. S. Denison and Company, Inc., 1974.

Even though written with adults in mind the approaches can be applied to an elementary class for mentally retarded. The first section deals with motivation, communication and basics. The second section presents a variety of projects listing developmental level, preparation, procedure and goals. Illustrated patterns are included when necessary.
MR,ADP Gr. 1-8 B,G

"Weaving the Way to Freedom." The Lion,58(3):6, September 1975.

Describes a weaving device that enables students to produce intricate designs without memorizing patterns. (AAHPER abstract)
VH All G

Webster, William C. II. Drawings by Emotionally Disturbed Children. Berkeley, CA.: McCutchan Publishing Co., 1967.

A manual of drawings to provide demonstration and clinical material reflecting the projections and human figure drawings of emotionally disturbed children. The drawings are classified according to clinical diagnosis giving also age, sex, I.Q. and education. Bibliography.
ED Gr. 1-JHS A

White, Kinnard and Allen, Richard. "Art Counseling in an Educational Setting: Self-Concept Change Among Pre-Adolescent Boys." Journal of School Psychology, 9(2):218-25, 1971.

The study tests two hypotheses: 1) pre-adolescent boys will show greater growth in positive self-concept as a result of an art-centered counseling program than as a result of a non-directive program, and 2) this growth will continue into adolescence. Pre-test, post-test and a follow-up design were used for analysis which supported both hypotheses. Duplication may require more information than the article details.
ADP,ED,BD Gr. 6 A

Wilderson, C. L. "A Study of the Comparison of Art Produced by Minimally Brain-Damaged Children and Art Produced by Normal Children in Selected Public Schools of Baltimore County, Maryland." Dissertation Abstracts International (order no. 73-4674) 33(9-A), February 1973.

A study was done on a group of 21 MBD children, 7-12 years old and a control group of normal elementary school children to determine whether symptoms of perceptual/conceptual dysfunction of MBD are exhibited in their art work and how they are exhibited. There were significant differences in color: use, choice and balance; line: type and extent; form: placement, content, repetition and distortion; spatial relationship: size, placement and color. It was concluded that symptoms were exhibited in drawings of minimally brain-damaged children. (abstract modified)

MBD Gr. 1-8 A

Williams, Geraldine H. and Wood, Mary M. Developmental Art Therapy. Baltimore, MD.: Chamber of Commerce Building. University Park Press, 1977.

A developmentally based curriculum guide that provides therapists and teachers with an art therapy program to foster emotional growth in the young emotionally disturbed child. The normal developmental patterns by which children cope with the demands of childhood are used to develop the manipulative, conceptual, communicative, and social skills in the children disabled by emotional or developmental problems. The book covers each stage of therapy and describes the characteristic ways children respond to art activities and materials at their stage of development. It includes sample lessons emphasizing appropriate motivation and examples of the way successful art activities change with the developmental stages. The last two chapters review techniques of using clay, describe a multi-disciplinary approach combining art with music, movement and games; and discusses the value of an art exhibit in the therapy program.

ED Gr. 1-6 G,A

Williams, Roger M. "Why Children Should Draw: The Surprising Link Between Art and Learning." Saturday Review, September 3, 1977, pp. 11-16.

This article supports the idea that the arts are not "enrichments" but instead stimulate the child's natural curiosity, helps him to discover his own worth, and promotes general happiness. The arts are believed by the researchers, Dr. Jean Houston and Robert Masters, to stimulate greater body awareness, lessen muscular inhibitions, and increase abstract thinking that adds to skills in mathematics and science.

EE,ADP Gr. K-6 G

Wilson, Laurie. "Theory and Practice of Art Therapy With the Mentally Retarded." American Journal of Art Therapy, 16(3):87-97, April 1977.

57

The article deals with art therapy and its use in treating the mentally retarded. The first part discusses psychological effects of retardation, goals and methods, the problem of preservation and the developmental significance of configurations. The rest of the article details a case study of a 20-year-old young woman with a scored mental age of 3.6, and follows her progress from mandala to human imagery.

MR,ADP 3-5 yrs. A

Winkelstein, Ellen, Shapiro, Bernard J. and Shapiro, Phyllis P. "Art Curricula and MR Preschoolers." Mental Retardation, 7(3):6-9, June 1973.

The effect of an art specialist on an art curriculum for retarded preschoolers was studied. Population used consisted of 33 retarded children, 2-7 years old and 11 normal children, 3 and 4 years old. Paintings were evaluated at the beginning of the study period and 5 months later. There seemed to be similarities between the retarded children and the normal 3-year-olds, but the normal 4-year-olds' paintings appeared to be at a higher level of graphic expression development.

MR,EC 2-7 yrs. G,A

Winsor, Maryan T. Arts and Crafts for Special Education. Belmont, CA.: Fearon Publishers, 1972.

Step by step instructions for more than 100 art/crafts projects using found objects and simple art materials. This manual is organized by months for September to June. Many of the projects are illustrated with a simple drawing. It might be useful to parents, Scout leaders and the like.

EMR,TMR 6-12 yrs. B

Wirth, Ruth. "Art for the Handicapped." The Pointer, 19(2):146-48, Winter, 1974.

An art program for handicapped children 7-16 years old emphasizing experimentation with a variety of objects and media, such as nature materials and shape templates. (AAHPER abstract)

EE 7-16 yrs. G

Wolf, Robert. "Art Psychotherapy With Acting-Out Adolescents: An Innovative Approach for Special Education." Art Psychotherapy, 2(3-4):255-66, 1975.

This article deals with how art therapy serves students who are emotionally handicapped and learning disabled. A brief description of the art therapy program followed by a specific case study which gives a detailed view of how the therapist successfully used art as a constructive way to deal with

anti-social behavior. By ventilating and exploring conflicts through art, the child discovers alternatives to dealing with destructive impulses, according to the author.

BD,ED JHS A

Wolf, Robert. "The Use of Instant Photography in the Establishment of a Therapeutic Alliance." Creativity and the Artist's Identity. The Proceedings of the Seventh Annual Conference of the American Art Therapy Association, Pittsburgh, PA: American Art Therapy Association, 1977. pp. 20-22.

This case study of an adolescent male illustrates how instant-photography may be employed to help establish a therapeutic alliance in an art-psychotherapy relationship. Drawing may be a threatening experience for Junior High students. Instant photography can give immediate feedback and act as a catalyst in strengthening self-confidence and in developing aesthetic sensitivity. A useful procedure for reaching this difficult age group.

ADP Gr. 7-9 A

MUSIC, MUSIC THERAPY, RHYTHMICS

Alford, Robert L. "Music and the Mentally Retarded Ethnic Minority Child." Pointer, 19(2):138-39, Winter 1974.

Suggests guidelines for selection and use of music for the mentally retarded ethnic child who typically encounters language, social, and emotional problems and inferior educational opportunities. (AAHPER abstract)

EMR,SM | All | G

Alvin, Juliette. Music for the Handicapped Child. New York, NY: Oxford University Press, 1968.

Musical sensibility in the handicapped child and the contribution of music to a child's general, emotional, intellectual, and social maturation are assessed. Recommended forms and types of music for listening and creating are discussed and music and musical movement are described for children who are maladjusted, autistic, psychotic, cerebral palsied, physically handicapped, blind or deaf. (AAHPER abstract)

AUT,BD,PH,VH,AH,MH | 3-12 yrs. | G

Andress, B. L. et al. Music in Early Childhood. Vienna, VA.: The Music Educators National Conference, 1973.

This publication, prepared for the MENC National Commission on Instruction, deals with the developmental growth of the young child and gives new insight into how music may become an integral part of that growth. It considered the child completely from his manner of movement, language and thinking, and his role and function in music. It includes examples of proper sequencing of musical experiences, ideas for setting the environment and sound sources, and sound plays based upon singing, instruments and movement.

ADP | PS | G,A

Bailey, Philip. They Can Make Music. New York, NY: Oxford University Press, 1973.

Discusses the value of music in the lives of physically and mentally handicapped children. Provides notes on teaching music, a means of teaching music notation, methods for teaching instrumental music, and other musical activities. Appendices include gadgets used for adopting musical instruments, a report on music in a special care unit, and directions for musical games. Bibliography included. (AAHPER abstract)

PH,MR | All | G,A

Ball, Thomas S., McCrady, Richard E., and Hart, Archibald D. "Automated Reinforcement of Head Posture in Two Cerebral Palsied Retarded Children." Perceptual and Motor Skills, 40(2):619-22, 1975.

A transistor radio activated by a mercury switch was used to reinforce head posture in two retarded children with severe cerebral palsy. Under the contingent music condition, dropping the head forward automatically terminated the broadcast. A comparison of baseline and treatment phases showed that head position was strongly controlled by contingent music. (NCMHI authors abstract)

CP 6-12 yrs. G,A

Bevans, Judith. "The Exceptional Child and ORFF." Education of the Visually Handicapped, 1(4):116-20, December 1969.

The author describes a curriculum based on the Carl Orff Schulwerk, and gives suggestions for its use. Brief examples of some of the activities are included and will help the reader to decide if they are interested in using Schulwerk as part of their music experiences for exceptional children.

EE 5-14 yrs. G,A

Birkenshaw, Lois. "Consider the Lowly Kazoo." Volta Review, 77(7): 440-44, October 1975.

A teacher of the hearing impaired explains how use of the musical instrument, the kazoo, can teach children concepts such as loud and soft, and visual awareness of rhythm. (ECEA)

AH Gr. 3-6 G

Bitcon, Carol Hampton, MTR. Alike and Different - The Clinical and Educational Use of Orff-Schulwerk. Santa Ana, CA.: Rosha Press, 1976.

This valuable guide to the use of the Orff-Schulwerk was planned by Mrs. Bitcon as an ideas resource that would allow many opening for "Ah Hahs" of your own. Orff-Schulwerk (SCHOOL WORK) was based on the theory that music should be one makes by oneself and participates in. The author has provided an abundant collection of rhymes and chants that can stimulate movement, dance, and speech. They are in many areas including holidays, food, art, creative dramatics to name a few, done with the visually and auditorially handicapped and aged as well as the normal population. A behaviorial checklist is included as an assessment tool recording attention span, retention skills, attitudes and the concepts of body, numbers, and colors. A multi-arts bibliography gives other useful resources.

VH,BH,EMR,BD All B,G

Bitcon, Carol H. and Ball, Thomas S. "Generalized Imitation and Orff-Schulwerk." Mental Retardation, 12(3):36-39, June 1974.

Carl Orff's procedure of using elemental music in learning through discovery (Schulwerk) was tested for its effect in developing generalized imitative behaviors in 16 severely retarded students. Elemental music was defined as one's own contribution to a session using rhythm, music, movement, voice, speech or silence. Data showed that Schulwerk is probably much less efficient in promoting generalized imitation than is formal imitation training. (ECEA modified)

SMR HS A

Cameron, Rosaline. "The Uses of Music to Enhance the Education of the Mentally Retarded." Mental Retardation, 8(1):32-34, February 1970.

Music instruction by those oriented in psychopathology of children and/or the retarded may be used to enhance the learning ability of the retarded. Basic learning abstractions may be practiced and promoted circuitously by the application of intrinsic music symbols. Through the social encounter, in a unique one-to-one relationship with an instructor who utilizes the attractions of music, many social and disciplinary skills will be practiced and promoted. (ECEA modified)

TMR All G

Campbell, Dorothy Drysdale. "One Out of Twenty: The LD." Music Educators Journal, 58(8):38-39, April 1972.

Because of their problems with information processing, LD children do not develop language and communication skills as rapidly as their peers. This article points out numerous ways the music educator can aid the classroom teacher by recognizing difficulties in rhythm development and planning tasks and remedial measures for better development and in providing the appropriate music for each child as a background modifier.

LD 6-12 yrs. G,A

Carabo-Cone, Madeleine. A Sensory-Motor Approach to Music Learning. Book I - Primary Concepts. New York, NY: MCA Music, 1969.

Background of the Carabo-Cone Method of teaching music, which is based on the theory that structured subject matter can be assimilated if translated into a concrete explorable environment is discussed. Attention is given to the child's own body as a learning aid, his motivation, the mental and visual focus of attention, methods of building skills, some general suggestions for teachers, and descriptions of the rest of the Carabo-Cone Method series of pamphlets. (AAHPER abstract)

EE,ADP All G

Cartwright, Joan and Huckaby, Geraldine. "Intensive Preschool Language Program." Journal of Music Therapy, 9(3):137-46, Fall 1972.

Reports on a nine-week preschool language program involving music therapy for eight autistic and emotionally disturbed children. Songs and finger plays were used to stimulate verbalization and introduce basic concepts. (AAHPER abstract)

AUT,BD 3-5 yrs. G

Cotten, Paul D., ed. A Handbook on the Theory and Practice of Music for Educable Mentally Retarded Children and Youth. Jackson, MS.: Mississippi State Department of Education, 1968.

Guidelines educational music experiences for educable mentally retarded (EMR) students. Music activities are presented by category: rhythmic activities, group singing, singing games and folk dances, dramatizations and choral readings, and creative activities, objectives, procedures, and specific songs and games are given in each category. Also included are instructions for making rhythm instruments. (AAHPER abstract)

AMR All G

Deaver, Mary Jo. Rhythms and Rhymes for Remedial Learning. Montgomery, AL.: State Department of Education, Program for Exceptional Children and Youth, 1973.

Deaver, Mary Jo. Sound and Silence: Developmental Learning for Children Children Through Music. Pikeville, KY.: Curriculum Development and Research, Inc., 1975.

De Cuir, Anthony. "Vocal Responses of Mentally Retarded Subjects to Four Musical Instruments." Journal of Music Therapy, 12(1):40-43, 1975.

Dextor, Lane Ann. Music for Special Children. Springfield, IL.: State Office of Education, n.d.

Collection of suggested references and activities related to music for special children. Provides: guidelines for choosing activities; general goals and activities for primary, intermediate and advanced groups; discussions of use of rhythm instruments; and suggested songs that can be used successfully. (AAHPER abstract)

EE All G,A

Dickinson, Pamela. Music with ESN Children. Atlantic Highlands, NJ: Humanities Press, 1976.

Report of a one year research project done in 1970 which focused on the development of a music program design for the exceptional child that was easily adaptable for the classroom teacher; a provisional evaluation; and exploration of achievement possibilities of children with EEN, who are taught music by a non-specialist. Though somewhat technical, educators can find valuable information for establishing such a program, assessment, measurement of ability, and evaluation. The appendices include activity guide, songs, tests and samples of evaluation forms. A bibliography is included.

EE 8-13 yrs. G,A

Di Leo, Cheryl Lynn. "The Use of a Token Economy Program With Mentally Retarded Persons in a Music Therapy Setting." Journal of Music Therapy, 12(3):155-60, 1975.

Doepke, Katherine G. "Retarded Children Learn to Sing." Music Educator's Journal, 54(3):89-91, November 1967.

By providing a means of emotional expression and communication, music can be a key factor in better mental health for the special education child. A class of nine trainable mentally retarded teenagers are taught to sing five sets of ten songs with the use of a tape of the music teacher singing the songs and the words written on transparencies to look at. It was concluded that the music provided a definite socializing influence on the children, and made non-readers able to pick out words they recognized.

TMR 13-15 yrs. G,A

Dorow, Laura Gilbert. "Conditioning Music and Approval as New Reinforcers for Imitative Behavior With Severely Retarded." Journal of Music Therapy, 12(1):30-39, Spring 1975.

This experimental study examines the effect of secondary reinforcers on imitative behaviors. The subjects for this study were three multiply handicapped severely retarded females in a residential training center. It is recommended for use by trained therapists. The results indicate that both approval and music listening can simultaneously be conditioned as reinforcers over an extended period of time.

SMR,MH 9-15 yrs. A

Earle, Joan. "Music as Therapy." Remedial Education, 7(2):15-22, 1975.

Eddy, Clark. "No Fingers to Play a Horn." Music Educators Journal, 58(8):61-62, April 1972.

This heartwarming narrative case study of a band instructor's experience with a bright physically handicapped girl who wanted desperately to play a musical instrument can serve as an inspiration for those who are first encountering handicapped students.
PH 9-12 yrs. G

Edwards, Eleanor N. Music Education for the Deaf. Waterford, ME.: Merriam-Eddy Company, 1974.

Provided in the book on music education for deaf and hard of hearing are a historical review, a review of current literature and guidelines for the music program. Included are reported results since 1848, reasons for special programming, educational goals, and general teaching suggestions. A chapter is given to teaching guidelines for: rhythm, tempo, melody, dynamics, harmony, tone color, forms in music. Stressed are provision of proper sequencing. Concluding remarks center on development of creativity and listening skills. (ECEA modified)
AH Gr. K-12 G,A

Erickson, Lorraine B. "Keyboard Fun for Children With Osteogensis Imperfecta and Other Physical Limitations." Inter-Clinic Information Bulletin, 12(4):9-17, January 1973.

Recommended is the recreational use for psychological and social purposes of keyboard instruments, particularly the piano, with children who have osteogenesis imperfecta or other physical limitations. Various adaptations for use by children who cannot play with their hands are illustrated and described. Electric chord organs are suggested for children with weak muscle tone in their hands and severely handicapped patients. (AAHPER abstract modified)
PH,SMR All G

Fahey, Joan Dahms, and Birkenshaw, Lois. "Bypassing the Ear: The Perception of Music by Feeling and Touching." Music Educators Journal, 58(8): 127-28, April 1972.

Explained is the ability of the aurally handicapped child to enjoy music by tactual perception. Two educational programs are briefly described to illustrate methods that can be used in teaching music to the deaf. Discussed at some length are the areas of relaxation, movement, auditory training, rhythmic exercises and speech in which music is said to be able to play an important role. (AAHPER abstract)
AH 3-12 yrs. G

Feinberg, Saul. "Creative Problem-Solving and the Music Listening Experience: Ideas for an Approach." Music Educators Journal, 61(1):53-60, September 1974.

A program based on listening tasks that will train a student to be a flexible, creative, thinking person. It is emphasized that music is not just entertainment but can help accomplish general education goals.
ADP 6-10 yrs. A

Fraser, Alleen. "Music and Movement" in The New York State Education Department, Division for Handicapped Children and the Division of the Humanities and the Arts, Improving Music Experiences for Emotionally Handicapped Children in Public School Programs (proceedings of the institute). Rochester, NY: New York State Education Department, October 1969.

This informative article reviews activities that Mrs. Fraser, a music teacher, has found successful for pre-primary to advanced ungraded special education children. Movement is emphasized because she feels it is vital to their learning and relaxation of tense muscles. Rhythm activities, such as stepping and clapping to music, finger plays, and the use of rhythm instruments are suggested to improve coordination and accuracy. A special education materials list is included.
VH,AH,PH,EMR,TMR 3-12 yrs. G

Froemke, Marcia Stewart. "Supercalifragalistic." Teaching Exceptional Children, 9(1):18-21, Fall 1976.

Since all learning can be reinforced through many channels, the author suggests ways in which the music program can provide that "special something" that makes a difference for the LD student. Auditory-visual skills are taught with the songs "The Consonant Song" and "The Vowel Song" that have picture cards. Auditory discrimination is taught by listening to notes and deciding which is higher or lower. Verbal expression, laterality and directionality, memory sequencing, and gross motor skills are all taught through songs.
LD Gr. 1-4 G

Galloway, Herbert F. "A Comprehensive Bibliography of Music Referential to Communicative Development, Processing, Disorders and Remediation." Journal of Music Therapy, 12(4):164-96, 1975.

Galloway, Herbert F. and Bean Marjorie F. "The Effects of Action Songs on the Development of Body-Image and Body-Part Identification in Hearing-Impaired Preschool Children." Journal of Music Therapy, 11(3):125-34, Fall 1974.

Investigated were the effects of music action songs on the body image awareness and body part vocabulary of six hearing impaired preschoolers. Pre-and post-measurements were based on self drawings evaluated on the inclusion of body parts and refinements of those parts; and the physical identification of specific body parts upon verbal request. Gains were demonstrated by five of the six students. (ECEA modified)

AH PS G,A

Gaston, E. Thayer, ed. Music in Therapy. New York, NY: The MacMillan Co., 1968.

A comprehensive survey of theory, research, techniques and clinical practice in music therapy. Self-esteem, socialization and the potential of rhythm to energize and bring order are looked upon as the three basic functions of music therapy. Major sections of the book emphasize specific application to MR, PD, BD, AUT, CHP. Various writers give reports and descriptions of how music therapy facilitates self-confidence and behavioral change.

MR,PD,BD,AUT,CHP All G,A

Gilles, Dorothy and Kovitz, Valerie. "Helping Learning Disabled Music Students." Clavier Magazine, Evanston, IL.: 1973.

The authors suggest that music teachers are in a uniquely favorable position to identify LD children. Perceptual handicap is defined and symptoms identified for learning behavior, performing behavior and general behavior. Guidelines for teaching music to LD children are provided also relating to motivation, communication, sensory experience, sequencing and visual aids. (ECEA modified)

LD Gr. K-8 G

Gollnitz, G. "Fundamentals of Rhythmic-Psychomotor Music Therapy. An Objective-Oriented Therapy for Children and Adolescents With Developmental Disabilities." International Journal of Child Psychiatry, 41(4/5):130-34, 1975.

The author describes the objectively oriented, rhythmic, psychomotor therapy developed and practiced at the Child Neuropsychiatric Department of Rostock University (Holland) since 1950 as an active phase, typical approach to both somatic and psychic developmental disturbances during childhood and adolescence. (ECEA)

EE All A

Graham, Richard. Music for the Exceptional Child. Reston, VA.: Music Educators National Conference, 1975.

The publication deals with music as it affects a wide range of exceptionalities. It is a collection of articles compiled by music educators made in hopes of providing an awareness of the musical needs and capabilities of exceptional children and the variety of techniques that can be used to fulfill those needs. Instructional units with goals, handicap, level, the prescribed activity and music used are presented.

CH,AH,VH,MR,ED,LD,G&T All G

Graham, R. M. "Seven Million Plus Need Special Attention. Who Are They?" Music Educators Journal, 58(8):22-25, April 1972.

In this article, the author reviews the positive role music therapy can play in programs for children with a variety of exceptionalities. He feels strongly that there are similarities between the programs needs of special education children and normal children and demonstrates the ways music can meet many individual needs.

EE All G

Grayson, John. "A Playground of Musical Sculpture." Music Educators Journal, 58(8):50-54, April 1972.

The Children's Playground of Musical Sculpture in Duncan, British Columbia, was conceived and developed by John Grayson and the American audiokinectic sculptor, Charles Mattox. The Playground, designed for deaf children, is visually integrated, color coded in five basic colors, and has a vibratory world that completely covers the human hearing range with a sound level that does not exceed the human voice. This fascinating article includes small drawings of the sculpture pieces. The child can learn to control the sensations by the way he plays with the sculpture.

AH 6-12 yrs. A

Greene, Bonnie. "Opening Locked Doors With Music." Children's House, 7(4):6-10, Fall 1974.

Provided in anecdotal form is a description of a music therapy program which has been used to develop communication and aid emotional adjustment in children with cerebral palsy, autism and multiple handicaps. Emphasized are Music Therapy principles such as picking up on random beats or tones of the child to reflect inner condition, structuring a no-fail situation, and using music to reflect and lead the child to a more organized ego state. (ECEA modified)

CP,AUT,MH All A

Harbert, Wilhelmina K. Opening Doors Through Music: A Practical Guide for Teachers, Therapists, Students, Parents. Springfield, IL.: Charles C. Thomas, Publisher, 1974.

Wilhelmina Harbert, B.M., M.A., R.M.T. compiled the Music Therapy guide after working at the Stockton State Hospital, California. While there, she established a supervised therapeutic activities program for Music Therapy students working with children and adults at the clinic. It is applicable to the Special Education teacher because it provides compositions and melodies that are out of print or difficult to find, shows music used as therapeutic tools in aiding speech problems, and places music and musical instruments into the exceptional child's life. It gives interesting case studies of the blind, deaf, emotionally disturbed gifted, cerebral-palsied and mentally retarded. There is also a section on practical techniques to aid volunteers who have no training.

VH,MR,PH,G&T,BD | All | B,G

Hardesty, Kay W. Music Activities Guide for the Preschool Trainable Program Technical Report Series No. 71-2. Columbus, OH.: Ohio State University, Columbus. Hershel W. Nisonger Center. Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Maternal and Child Health Service, 1971.

The guide gives principles of teaching music to the TMR preschool child and suggests appropriate material. Listed are reasons for programming, necessary teaching skills and basic approaches. Resource material, guidelines and suggestions for adaptation of familiar tunes are given. (ECEA modified)

TMR | PS | G

Herbert, Gwynneth F. "Education Through Music." Slow Learning Child, 21(1):15-23, March 1974.

Compared on subtests of the Parrametta Test of Developmental Levels for Infant Grades were scores of 150 grade 1 children who had a maximum of 5 school terms with the Z. Kodaly music program and scores of 541 previously tested grade 1 children. The results indicated a significant difference between test and sample group performance on such items as perceptual forms copy, perceptual forms recall, draw-a-man, tapped patterns and vocabulary; and no significant difference on scores for digit span. The results had implications for the use of The Kodaly Education Through Music Program for training perceptual deficits in children. (ECEA modified)

PI | Gr. 1 | G,A

Herron, Carole Jane. "Some Effects of Instrumental Music Training on Cerebral Palsied Children." Journal of Music Therapy, 7(2):55-58, Summer 1970.

This study was carried out to show that cerebral palsied children could improve muscular coordination by learning to play the Hohner melodica.

Hand and finger manipulation, breath control, and coordination of breathing and finger movement were of specific concern. Improvement was attained in the muscular coordination and breath support in the four subjects studied. Because of the extensive disabilities, poor musical performance was not improved.
CP
All
A

Hoem, Jean C. "Don't Dump the Students Who 'Can't Do' - Music Education for the Mentally Retarded." Journal for Special Educators of the Mentally Retarded, 12(2):109-11, 1976.

It is contended that music education for exceptional children in the public schools is inadequate, and it is suggested that every child has a right to enjoy music as an integral part of his being. It is felt that positive music experiences significantly improve the self-concept, and in turn has effects upon self-confidence. Music educators should encourage development of music education courses relevant to teaching music to retarded or handicapped children. (NCMHI abstract, modified)
EE
All
C,A

Hollander, Fred M. and Jubrs, Patricia D. "Orff-Schulwerk, an Effective Treatment Tool With Autistic Children." Journal of Music Therapy, 11(1):1-12, Spring 1974.

Described is the use of Orff-Schulwerk to develop communication skills of 30 autistic children. Noted is the interest shown and the usefulness of music in development of nonverbal communication skills. Adaptations of the method for autistic children are given. Provided is an evaluation checklist for assessment. Stressed throughout the program is helping the child to invest himself in a learning situation. (ECEA modified)
AUT
Gr. K-12
C,A

Hummel, Cora Jo Moore. "The Value of Music in Teaching Deaf Students." Volta Review, 73(4):224-28,243-49, April 1971.

This article is a brief study summary on how music has been used in the past and projecting potentialities for the future. It discusses how music has been used in teaching sound perception, improving speech, building more adequate language, and encouraging self-improvement. The study's purpose was to research the available literature on the subject. A bibliography of selected material published is presented.
AE
All
C,A

Iowa State Department of Public Instruction. Music for the EMR: Teacher's Handbook. Iowa City, IA.: Iowa University. Sponsoring Agency: Office of Education (DHEW) Project No. 6-2883 Washington, D.C., November 1969.

A curriculum book with sample lesson plans to help educators incorporate music throughout the day. Suggestions for teaching songs and using simple instruments are included. The major emphasis is singing activities for both primary level and for intermediate and secondary levels. Sheet music is included with suggestions for correlating songs to academic units, movement and visual arts. Appendices list recordings, books and audio-visual aides.

EMR, ADP Gr. K-12 B,G

Johnson, Janet M. and Phillips, Linda L. "Affecting the Behavior of Retarded Children With Music." Music Educators Journal, 57(7): 45-46, March 1971.

A well presented study where listening to records is used as a reward for the increase of task-oriented responses and the decrease of disruptive responses.

EE All G

Jorgenson, Helen A. "Effects of Contingent Preferred Music in Reducing Two Stereotyped Behaviors of a Profoundly Retarded Child." Journal of Music Therapy, 8(4):139-45, Winter 1971.

A behavior modification program that uses music as the reinforcer. The results show that the duration of the stereotyped hand movements and body rocking decreased when the subject was rewarded with preferred music for cessation of those behaviors.

PMR All G

Jorgenson, Helen. "The Use of a Contingent Music Activity to Modify Behavior Which Interfer With Learning." Journal of Music Therapy, 11(1):41-46, Spring 1974.

Music activity was used to increase the percent of directives followed and decrease the number of stereotyped responses of a 10-year old mildly retarded boy receiving music therapy. Data showed stereotyped responses to be reduced to a frequency of zero and percent of directives followed raised to 100%. (ECEA modified)

EMR 10 yrs. G,A

Jorgenson, Helen and Parnell, Martha Kercheval. "Modifying Social Behaviors of Mentally Retarded Children in Music Activities." Journal of Music Therapy, 7(3):83-87, Fall 1970.

Describes the modification of inappropriate social behaviors in four moderately retarded children, all 8-9 years old with IQ's from 40-50. The shaker game, the Indian game, the hokey-pokey, and listening to records were used to modify hitting, yelling, pushing, and non-participation. (AAHPER abstract)

TMR 8-9 yrs. G

Kesler, Buford and Richmond, Bert. Music Training for Severely and Profoundly Retarded Individuals. Athens, GA.: University of Georgia, 1975.

Investigated the influence of sex, ability, and training method on musical instrument playing ability of 16 institutionalized severely and profoundly retarded persons. Results indicated that with training some severely and profoundly retarded individuals can learn elementary music skills. (AAHPER abstract)

SMR JHS-HS G,A

Korduba, Olga M. "Duplicated Rhythmic Patterns Between Deaf and Normal Hearing Children." Journal of Music Therapy, 12(3):136-46, 1975.

Knolle, Lee. "Sioux City's Special Brass Band: An Instrumental Program for the Mentally Retarded." Music Educators Journal, 60(2): 47-48, October 1973.

In 1962, a pilot program of instrumental instruction for slow-learners was begun in Sioux City, Iowa. The trumpet was chosen as the best starting instrument. Music was adapted for the middle and lower range with notes seldom going above D^2 or E^{2-}, and mostly metered at $\frac{2}{4}$ or $\frac{4}{4}$ time. Eleven years later, the program is described as a successfully operating activity for the Special Education students.

EE Gr. K-9 G

Kral, Carole. "Musical Instruments for Upper-Limb Amputees." Inter-Clinic Information Bulletin, 12(3):13-26, December 1972.

Suitable musical instruments for various types of upper-limb amputees are suggested. Major instruments are recommended for certain levels and types of amputation, and examples (with photographs) of children who have successfully played the instruments are provided. (AAHPER abstract)

PH All G,A

Kranyik, Margery A. "Music Can Help." Grade Teacher, 87(8):60, 62, 64, April 1970.

This article includes three activities to help students discriminate between various sounds and pitches. Since many learning problems are centered on a child's difficulty to discriminate sound, music experiences that strengthen the auditory sense can often provide remedial help. Psychologists and reading specialists state that sound is the basis for beginning reading techniques. The author directs her article to regular classroom teachers who may not feel comfortable using music techniques for learning experiences. Programmatic composition suggestions for increasing a child's attention span through listening to music that tells a story melodically are also given.

LD All G

Lamken, Natalie. 3-D Guitar Chords. 2nd ed. Washington, D.C.: Author, 1976.

Duplicates guitar chords in raised form and large type, permitting visually impaired persons to learn the guitar. Complete package consists of book, five cassettes, capo, pick, and fret finder. (AAHPER abstract)

VH Gr. 5-12 A

Levin, Herbert D. and Levin, Gail M. "Instrumental Music: A Great Ally in Promoting Self-Image." Music Educators Journal, 58(8): 31-34, April 1972.

Described briefly is a Philadelphia Music program for trainable mentally handicapped children. Purpose: engaging the children's general abilities through the relaxed atmosphere of musical activities; fully utilizing their inherent musical abilities; and contributing to their emotional and educational growth. Aspects of music education discussed are rhythm, melody, harmony, form, orchestration, finding a teammate, and the value of music. (AAHPER abstract)

TMR All G

Lewis, Mary Frances. "A Handbell Choir for Blind Students." New Outlook for the Blind, 68(7):297-99, September 1974.

The article states that handbell ringing can be an enjoyable and educational experience for blind and visually handicapped students. If the conductor indicates precision by slapping his/her thigh, precision can be obtained. Adaptations of braille notations for suggested piano music allow students to learn their parts from written music. Recommendations are made for placement of students within the group according to their present ability. (ECEA modified)

VH Gr. 3-8 A

Liebman, Joyce and Liebman, Arthur. "On Stage, Everybody: Music Theatre for Physically Handicapped Children." Music Educators Journal, 60(2):45-46, October 1973.

The music teacher at the Human Resources School in Albertson, New York discovered that all children, regardless of their physical conditions, are potential theatrical hams. Keeping the program flexible and creative, adding parts to include groups of children, and presenting the show primarily for the children on stage, makes the productions successful and worthwhile.

PH | All | G,A

Lunt, Ingrid. "Rhythm and the Slow Learner." Special Education, 62(4):21-23, December 1973.

Discussed is the use of rhythm to aid language development in mentally handicapped children. Included are reports on research studies of rhythmic abilities of mentally handicapped children. It appears that scores on rhythm tests highly correlate with scores on word discrimination tests. Unwillingness to produce new rhythmic patterns may be due to inability to hear the pattern, emotional insecurity or inflexibility in rule application. The child's natural rhythms should be encouraged and extended to verbal activities. (ECEA modified)

SL,MR | 5-12 yrs. | G,A

Mc Dermott, Elisabeth F. "Music and Rhythms - From Movement to Lipreading and Speech." Volta Review, 73(4):229-32, April 1971.

The author discusses the importance of music and rhythm activities for deaf children. Suggestions for enhancing kinesthetic development through nursery programs which include "rhythm time" are given. Included is a short list of records to enjoy together and ways in which to use them. Exposure to rhythms in the child's environment encourages speech and social growth.

AH | 3-5 yrs. | B,G

Madsen, Clifford K. and Madsen, Charles H. "Music as Behavior Modification Technique With a Juvenile Delinquent." Journal of Music Therapy, 5(3):72-76, 1968.

Music and music activities can be positive reinforcers in changing behaviors for a juvenile delinquent when used contingently. The treatment should be done in the environment where the problem occurs. The subject's behaviors should be controlled using operant techniques.

SM | Gr. 6-12 | G

Mahlberg, Mavis. "Music Therapy in the Treatment of an Autistic Child." Journal of Music Therapy, 10(4):189-93, Winter 1973.

The purpose of this article is to describe the clinical procedures used in music therapy on a seven-year-old autistic boy and to give evidence of its effectiveness. The particular techniques and equipment used are recorded that helped to reduce the boy's autistic behavior.
AUT 7 yrs. G,A

Marks, M. B. "The 1974 Bela Schick Memorial Lecture: Musical Wind Instruments in Rehabilitation of Asthmatic Children." Annals of Allergy, 33:313-19, December 1974.

Matteson, Carol A. "Finding the Self in Space, More Than One Handicap Doesn't Make Less Than One Child." Music Educators Journal, 58(8):63-65, 135, April 1972.

Movement is basic in the growth of a normal child. The handicapped child is often denied the early encounters with movement because he can not control his limbs. Through movement and music classes such a child may become more aware of his whole body. The article suggests many possibilities for activities and the necessary environment for exploring movement.
PH 6-12 yrs. G,A

Metzler, Roberta Kagin. "Music Therapy at the Behavioral Learning Center, St. Paul Public Schools." Journal of Music Therapy, 10(4):177-83, Winter 1973.

At a school for children with behavioral problems and learning disabilities, a music therapy program was implemented to create a successful and enjoyable experience, even though interests and abilities varied. An overview of the general program was given, stressing the importance of fine and gross motor coordination, proper care and treatment of instruments, basic music skills and reinforcement with "Goody Guy Awards". Definition of behavioral objectives, consistent behavior management, proper reinforcement and recognition of efforts serve to facilitate program effectiveness.
BD,ED,LD Gr. K-8 G

Michel, Donald E. Music Therapy - An Introduction to Therapy and Special Education Through Music. Springfield, IL.: Charles C. Thomas Publisher, 1976.

This is primarily a theory and practice book for beginning music therapists or those interested in understanding the benefits of a music therapy program. Of particular interest is the chapter on "Music Therapy for Children and Adolescents" which defines each handicapping condition and offers suggestions for using Music Therapy in treating those handicaps. It also includes a chapter for adults and a bibliography.
EE Gr. K-12 A

Michel, Donald E. and Martin, Dorothea. "Music and Self-Esteem Research With Disadvantaged Problem Boys in an Elementary School." Journal of Music Therapy, 7(4):124-27, Winter 1970.

This experimental study in music and self-esteem involved fifteen, 10-12 year old black boys described as slow learners with behavioral problems. Candy and a ukulele earned for "keeps" were the reinforcements for displaying good behavior. Four students later actively participated in the junior high school band program. Private ukulele lessons were later used to continue to train students in attending behavior in singing, listening and dancing activities.
BD,LD 10-15 yrs. G,A

Michel Donald E. and May, Nancy Hudgens. "The Development of Music Therapy Procedures With Speech and Language Disorders." Journal of Music Therapy, 11(2):74-80, Summer 1974.

Merrill, J. W., Jr. Observations Concerning Effects of Selected Types of Background Music on the Free Play Activities of Autistic Children. Lexington, KY.: University of Kentucky, 1972.

Mooney, Muriel K. "Blind Children Need Training Not Sympathy." Music Educators Journal, 58(8):56-59, April 1972.

The visually handicapped child's ability to learn a musical instrument and to enjoy music are discussed. Potential negative teacher attitudes toward the visually handicapped child are noted, followed by a realistic assessment of the visually handicapped child's needs in music education. Reading of braille music is explained. Selected instructional materials coordinated for the blind student and teacher by the Library of Congress are briefly described. (AAHPER abstract)
VH Gr. K-12 G,A

Moss, Lewellyn. Study of Music as Teaching Media for Improvement of Speech of Trainable Mentally Retarded Students in Inner City Schools. Final Report. New Haven, Southern Connecticut State College. Sponsoring Agency: Office of Education (DHEW), Washington, D.C. June 1974.

Presented are results of a research project to test music media for improvement of speech articulation and conversational skills of 46 TMR students. Included are discussions on the literature, stimulus for the study and methodology. Procedures are given and detailed regarding speech articulation and vocabulary development. Results indicate some improvement, but recommendations are given to include longer experimental period and more rote experiences. (ECEA modified)

TMR 11-21 yrs. A

"Music the Healer": A Bibliography. Olympia, WA.: Washington State Library, June 1970.

The bibliography contains references to primarily journal literature dealing with music as a therapeutic tool. References to articles concerned with music as a healer are listed under one of the following categories: activities, audioanalgesia, education, effects, emotionally disturbed children, geriatrics, handicapped, medicine, mentally ill, mentally retarded, music therapy, offenders (use of music in prisons), psychotherapy, music therapists, and bibliographies. (ECEA)

EE All G

New York State Education Department. "Improving Music Experiences for Emotionally Handicapped Children in Public School Programs." Proceedings of a Special Study Institute. (Rochester, NY. October 23-25, 1969). Albandy, NY: Division for Handicapped Children, 1969.

Proceedings of the study institute on improving music experiences for emotionally handicapped children in public schools. An overview, keynote address, presentations on music and movement (including a materials list), presentation on the program at the Berkshire Farm for Boys, the role of the music teacher, and on teacher preparation are provided. (AAPHER abstract modified)

EH Gr. 1-8 G,A

New York State Education Department. Professional and Instructional Music Materials for Exceptional Children. Albany, NY. New York State Education Department, Division for Handicapped Children. Sponsoring Agency: Office of Education (DHEW), Washington, D.C., October 1972.

Annotated bibliography lists materials available from the Special Education Instructional Materials Center, Albany, New York. Included in the listing are 17 professional books and references, 15 curriculum guides for teaching various types of music from preschool through secondary levels, and 56 instructional materials. (AAHPER abstract)

EE PS-HS G,A

New York State Education Department. The Role of Music in the Special Education of Handicapped Children. Albany, NY. New York State Education Department, Division for Handicapped Children. Sponsoring Agency: Office of Education (DHEW). Washington, D.C.: Division of Handicapped Children and Youth, April 1971.

These conference proceedings are comprised of instructional units adapted for music in special education. Each unit includes a general goal, series of behavioral objectives, a number of learning experiences and accompanying resources intended to assist in developing effective music programs for the exceptional child. Primary considerations are learning about music, meeting exceptional educational needs, and motivating and providing alternative ways of learning. Easy implementation is facilitated by well-charted lesson plans, each of which is labeled for specific disabilities and grade levels.

EE Gr. K-12 B,G

Nordoff, Paul and Robbins, Clive. Music Therapy in Special Education. New York, NY: John Day Company, 1971.

Techniques and principles of creating developmentally significant musical activity experiences for handicapped children in a group setting. Suggestions are given to teachers for choosing, arranging, or composing musical materials and for leading and accompanying each activity. Major types of activities covered include signing, resonator bells, instrumental activities, plays with music, and a lengthy therapeutic game based on a folk tale. (AAHPER abstract)

EE All G,A

Nordoff, Paul and Robbins, Clive. Therapy in Music for Handicapped Children. New York, NY: St. Martins Press, 1971.

By presenting case histories and photographs, a variety of music and phychological approaches which can be used to meet the emotional and expressive needs of handicapped children are discussed. Individual and group therapy techniques are outlined. Focus is upon music therapy with autistic children and with trainable mentally retarded children. (AAHPER abstract modified)

AUT,MR Gr. 1-8 A

Obaldia, Mario de and Best, Gary A. "Music Therapy in the Treatment of Brain-Damaged Children." Academic Therapy, 6(3):263-69, Spring 1971.

This report reviews a study done with ten brain-damaged children in a private clinic-school. Included is a brief pre-study behavioral description of each child delinated from the school's files with an IQ range of 80-133. The program of music intervention is briefly described and short paragraphs noting behavioral changes observed in each child are reported. Material is provided for music educators or therapists to find useful for adaptations to their particular needs.

BI,LD,ED 10-14 yrs. A

Petera, Martha L. "Music Sensitivity - A Comparison of Mongoloid and Normal Children." Journal of Leisure Research, 1(4):289-295, 1969.

Pirtle, Marilyn and Seaton, Kay P. "Use of Music Training to Actuate Conceptual Growth in Neurologically Handicapped Children." Journal of Research in Music Education, 21(4):292-301, Winter 1973.

This experimental study indicates that neurologically handicapped children can be taught to understand the basis of musical structure, and that there may be a correlation between musical growth and growth in associated language.

NH PS-Gr. 2 A

Price, Ronald and others. "Out of Pandemonium -- Music." Music Educators Journal, 58(8):35-36, April 1972.

Briefly described is a musical program for emotionally disturbed children who demonstrate many discipline problems. Objectives are: to increase musical perception, to develop a positive self-concept, and to modify unconventional behavior. (AAHPER abstract)

BD All G,A

Purvis, Jennie and Samet, Shelly, ed. Music in Developmental Therapy - A Curriculum Guide. Baltimore, MD.: University Park Press, 1976.

This illustrated curriculum guide of developmentally sequenced music activities is a detailed sourcebook for developing and implementing a music program for the emotionally disturbed child. The activities are indexed by type of activity, objective, and songs and music used. It emphasizes the universal developmental stages almost all children master during the maturational process with music providing an effective way to that mastery. The book describes music activities that require little or no music training making it useful to professionals other than music therapists.

BD,ED All G,A

Reichard, Cary L. and Blackburn, Dennis B. Music Based Instruction for the Exceptional Child. Denver, CO.: Love Publications, 1973.

Music that children hear and sing is used as the basis for instructional activities. Can easily be used by teachers with limited musical backgrounds. Tunes are simple and activity instructions are clearly developed. Spiral-bound 6x9 paperback.

EE | All | G,A

Reid, Dennis. "The Use of Contingent Music in Teaching Social Skills to a Nonverbal, Hyperactive Boy." Journal of Music Therapy, 12(1): 2-18, 1975.

Describes three experiments that used music in teaching walking and car-riding skills. (AAHPER abstract)

BD | All | G

Rejto, Alice. "Music as an Aid in the Remediation of Learning Disabilities." Journal of Learning Disabilities, 6(5):286-95, May 1973.

This article describes the use of music taught in a specifically structured manner as a form of therapy for children with learning disabilities problems. The procedure consisted of visual, aural and tactual training through the medium of piano and theory lessons, over a period of six months. Significant positive gains in language skills, auditory and visual perception abilities, sensory-motor integration, symbolic representation, and memory were shown for the child in this study. Further studies are suggested. (author's abstract)

LD | 12-17 yrs. | A

Riordan, Jennifer Talley. They Can Sing Too: Rhythm for the Deaf. Springfield, VA.: Jenrich Associates, 1971.

Designed for use by the preschool (3-6) teacher of the deaf in order to teach rhythm as a basis to speech. (May also be used with many other disabilities.) Contains sections on short songs; large muscle creative activities; games, dances and marches; rhythm time beats. Instructions include general hints for working with deaf children as well as goals to be achieved through music. (AAHPER abstract)

AH,MBD,MR,PH,BD,SM,CH | PS | G

Rosenkranz, Peggy A. "Perceptual-Motor Development: Are You Doing Your Part?" Music Educators Journal, 61(4):57-59, December 1974.

Even though the primary responsibility of the elementary music specialist should be to teach music concepts, perceptual-motor development should be integrated into the music activities of rhythm and movement. The following perceptual motor areas - locomotion, balance, laterality and body image are discussed with general ideas given for planning activities in a sequential learning order.

LD Gr. 1-6 G

Ross, Dorothea M. and others. "Rhythm Training for Educable Mentally Retarded Children." Mental Retardation, 11(6):20-23, December 1973.

Intentional training and modeling procedures were used to teach rhythm skills within the context of small group rhythm bands, pre-dance movement activities, games and stories during an intensive 4-week program for 14 EMR children who made up the experimental group. A control group spent equal time in a traditional primary music program. Results showed improvement by the experimental group and no improvement in the control group. (ECEA modified)

EMR K-Gr. 3 G,A

Saperston, Bruce. "The Use of Music in Establishing Communication With an Autistic Mentally Retarded Child." Journal of Music Therapy, 10(4):184-88, Winter 1973.

A case study of an eight-year-old microcephalic, profoundly retarded boy with auto-erotic autistic behavior in which music therapy sessions were given to establish some types of communication. His movement patterns were paired with piano music and his stillness was paired with silence. At the twentieth session, he began to be aware of the music and that he could control it. Progress continued but due to his retardation there would be limits.

PMR,AUT 8 yrs. G,A

Seybold, Charles D. "The Value and Use of Music Activities in the Treatment of Speech Delayed Children." Journal of Music Therapy, 8(3):102-10, Fall 1971.

The study showed evidence that music activities can be an effective tool for teaching language concepts and increasing spontaneous speech to speech delayed children. The music therapist, working in conjunction with the speech therapist, can plan music activities that will provide for a comfortable atmosphere and a pleasant experience, thus stimulating spontaneous speech.

CH All G,A

Schmidt, David C., Franklin, Robert and Edwards, Joseph. "Reinforcement of Autistic Children's Responses to Music." Psychological Reports, 39(2):571-77, 1976.

Appropriate and inappropriate behavior of three autistically labeled boys was observed and recorded during alternating individual and group sessions under two conditions. First music served as an effective curriculum to teach appropriate musical responses as a context to shape and alter other individual and social behaviors. Second, increases in appropriate behaviors were accompanied by variable decreases in inappropriate behaviors. (NCMHI abstract modified)

AUT All A

Schomer, Morton J. "A Perceptual Development Program for the Music Therapist." Journal of Music Therapy, 10(2):95-109, Summer 1973.

This paper describes how the total interaction of perception, affection, cultural influences and biological influences determine the personality and behavior of the individual. Discussed are how music therapy helps develop the perceptual and affectual aspects of the mind. The use of motion, time and space are employed in the remediation process with the exceptional child in four stages: imposition, imitation, symbolization and creation. Activities with a trained specialist are suggested to develop balancing, agility, speed, spatial awareness and skills.

EE All A

Scott, Thomas J. "The Use of Music to Reduce Hyperactivity in Children." American Journal of Orthopsychiatry, 40(4):677-80, July 1970.

Background music in an academic setting has enhanced the productivity of hyperactive children. Arithmetic accuracy increased markedly in the situation with musical background.

MBD All G

Shepherd, Louis T. Jr. and Simons, Gene M. "Music Training for the Visually Handicapped." Music Educators Journal, 56(6):80-81, February 1970.

Problems faced by blind students of music are presented. Braille music is described, and difficulties associated with its use are noted. Suggestions to aid blind students to become professional musicians are made. (AAHPER abstract)

VH All A

Smith, Robert B. Ed.D. and Leonhard, Charles Ed.D. DMT: Discovering Music Together, Early Childhood Edition. Chicago, IL.: Follett Publishing Co., 1969

The contents of this publication provides a structured, sequential program that integrates singing, playing, expressive movement, and creating music for early childhood educators. The DMT songbook includes songs selected on the basis of musical quality, appeal to children's interest and simplicity and provides a well-balanced program.
EC PS G

Spero, Ruth. Music Therapy - Bibliography. Buffalo, NY: Greenberg May Productions, Inc., 1973.

Compilation of twenty-nine books or papers on music for handicapped children.
EE Gr. K-8 B,G,A

Stecher, Miriam B. and McElheny, Hugh. Joy and Learning Through Music and Movement Improvisation. New York, NY: The Macmillan Co. (Threshold Division), 1972.

This sourcebook provides ideas for early education in songs, rhythms, dances, and dramatic play improvisations. Contains anecdotal records to encourage the educator to look for spontaneous learning situations. (AAHPER abstract)
EC 3-5 yrs. G,A

Steele, Anita Louise. "Music in a Special Way." Children Today, 2(4): 8-12, July-August 1973.

Community-based music therapy department and the use of music therapy to meet the needs of children with learning and behavior problems. Illustrates how music can be used to teach basic academic skills, such as pre-reading and language skills, as well as to develop basic musical skills appropriate to the age and the ability of the children involved. (AAHPER abstract)
LD,BD 6-13 yrs. A

Steele, Anita L. and Jorgensen, Helen A. "Music Therapy: An Effective Solution to Problems in Related Disciplines." Journal of Music Therapy, 8(4):131-45, Winter 1971.

This paper emphasizes the need for the musical therapist to work with related disciplines as is shown in two separate situations. First, a music therapist worked with a preschool teacher in an inner city settlement house, in which music activities were used to increase children's participation in less preferred activities with a significant decrease in group hyperactivity. Second, the music therapist and speech therapist worked with a PMR child. Contingent preferred music was used to reduce the

duration of the child's stereotyped behavior of hand movement and rocking. The results of both studies indicate that music can be a powerful reinforcer in a variety of situations.

MR,EE PS-Gr. K-8 G,A

Steele, Anita Louise, Vaughan, Marion and Dolan, Cathy. "The School Support Program: Music Therapy for Adjustment Problems in Elementary Schools." Journal of Music Therapy, 13(2):87-100, 1976.

The Cleveland Music School Settlement is described as an example of a support facility to which children can be referred by their classroom teachers for music therapy. Details of the administrative organization and program structure are given. (NCMHI abstract modified)

EE All G

Stevens, Emily and Clark, Frank. "Music Therapy in the Treatment of Autistic Children." Journal of Music Therapy, 6(4):98-104, 1969.

The purpose of this study was to assess in a systematic manner some of the generalized effects of music therapy based on the hypothesis that it provides effective techniques for improvement of prosocial behavior among autistic children. Used were instruments to increase attention, singing to increase vocalization and verbalization, as well as to provide meaningful structure; and action to develop body image and coordination and to promote interaction. Although the study was limited to 5 subjects, it was concluded that the effects of music therapy brought about behavioral changes. The authors suggest further pursuit for comparitive studies with other therapies.

AUT All G,A

Stern, Virginia. "They Shall Have Music." Volta Review, 77(8):495-500, November 1975.

The Lexington School for the Deaf's music program is described in this article. All ages are involved in the multi-faceted program

AH All A

Stubbs, Barbara. "A Study of the Effectiveness of an Integrated Personified Approach to Learning With Trainable Mental Retardates." Journal of Music Therapy, 7(3):77-82, Fall 1970.

This study is based on the hypothesis that TMR's will learn factual information and certain types of discrimination better through visual stimuli than auditory stimuli. Two groups of TMR were presented with seven instruments to learn; the control group with use of photographs and solo

recordings while the experimental group was given stories and imaginative stories. A 38.5% better recognition in the experimental group seems to indicate that the visual approach would have greater impact on the learning of TMR's.

TMR | All | A

Thresher, Janice M. "A Music Workshop for Special Class Teachers." Exceptional Children, 36(9):683-84, May 1970. (Also found in Journal of Music Therapy, 9(1):40-43, Spring 1972.)

A description of a three-week workshop designed to assist special class teachers in using music more effectively in their classroom programs is presented. The schedule, methods, and general contents of the program conducted at Keene State College (New Hampshire) are provided. (AAHPER abstract)

EE | All | G

Tomat, Jean H. and Kutzky, C. Learning Through Music for Special Children and Their Teachers. South Waterford, ME.: Merriam-Eddy Co., 1975.

Underhill, Karen K. and Harris, Lawrence M. "The Effect of Contingent Music on Establishing Imitation in Behaviorally Disturbed Retarded Children." Journal of Music Therapy, 11(3): 156-66, Fall 1974.

This study investigates the use of music in increasing imitative behavior. Four moderately mentally handicapped children were asked to perform ten imitative tasks under three conditions: noncontingent music, contingent music and no music. Results indicated that a substantial increase in desired behavior was noted when the music was made contingent upon a correct imitative response. (ECEA modified)

BD,EMR | 9-13 yrs. | A

University of the State of New York. Curriculum Modules for Music in Special Education. Albany, NY: State Education Department (Bureau of Secondary Curriculum Development), 1971.

Individual music units for blind, brain injured, communication disorders, educable mentally retarded, emotionally disturbed, learning disabled, multiple handicapped, trainable mentally retarded and visually impaired. Units at the primary, intermediate and advanced levels are included for most of these populations. Each unit has a general goal, behavioral objectives, learning experiences and resources for use in helping particular children to experience music. (AAHPER abstract)

EE | Gr. K-8 | G,A

Vernazza, Marcelle. Music Plus for the Young Child in Education. Boulder, CO.: Pruett Publishing Company, Spring 1978.

This author provides the special teacher, with little or no music training. with sixty-five resource modules of ideas and songs that can be developed into countless music learning episodes with special adaptations for various exceptionalities. Seventeen instruments are emphasized plus musical styles, devices, body movements and sounds. Sheet music for individual distribution to students and instrument photographs are available.

EE,G&T Gr. 1-8 B,G

Vernazza, Marcelle. "What are We Doing About Music in Special Education?" Music Educators Journal, 53(8):55-58, April 1967.

The need for the usefulness of music in special education are considered. The following music activities in different schools are described: singing rhythms and creative play, dancing, instrumental music, keyboard instruments, listening to music, and general music instruction. (AAHPER abstract)

EE All G

Ward, David. Hearts, Hands and Voices. New York, NY: Oxford University Press, 1976.

This book affords the reader much information on music for slow learners based on the author's experiences in a special project for children whose IQ's ranged from 50-75. The material presented is divided into sections for the young child, the nine to twelve year old, and the older child as well as the cerebral palsied child. Covered are each group's developmental level in music; various techniques and games; use of voice and instruments; and how to improve listening skills. Helpful aids to the reader are photographs, and appendices of musical instruments, songs, books and records.

SL,CP All G

Ward, David. "Music for Slow Learners." Special Education/Forward Trends, 3(3):23-26, September 1976.

Findings from school survey taken by The Music for Slow Learners Project, and suggestions for utilizing musical activities in the classroom are presented. With appropriate teaching, slow learners can achieve levels of musical performance that compare favorably with those of normal children. Even teachers with limited musical abilities can incorporate music into class activities by: 1) leading unaccompanied singing; 2) making up simple songs; 3) encouraging movement and rhythm; 4) encouraging aural

experience; and 5) bringing musicians into the school. (NCMHI abstract modified)

SL | Gr. 1-8 | G

Weisbacher, Betty T. "More Than a Package of Bizarre Behaviors: The Neurologically Handicapped Child." Journal for Special Educators of the Mentally Retarded, 11(2):84-86,93, 1974. (Also in Music Educators Journal, 58(8):26-28, April 1972.)

Some of the extreme behaviors exhibited in the classroom by the neurologically handicapped child are reviewed, and methods of coping with these children are suggested. The use of music to stimulate the child's response is emphasized, and the importance of the music teacher's role is noted. (NCMHI abstract)

NH | All | G

Weisbrod, Jo Anne. "Shaping a Body Image Through Movement Therapy." Music Educators Journal, 58(8):66-69, April 1972.

It is clearly stated in this article that body movement therapy, when applied to special children, has to be based on activities for the specific handicap. Some suggestions are made in five different areas of handicaps. It is important for the therapist to observe and analyze how the child uses his body.

AH,VH,MBD,MR,ED | All | G,A

Whitehurst, Mary Wood. Teaching Communication Skills to the Preschool Hearing Impaired Child. Washington, D.C.: Alexander Graham Bell Association for the Deaf, Inc., 1971.

Detailed lessons centered around action songs.

EC | 3-5 yrs. | G,A

Wilson, Claire V. "The Use of Rock Music as a Reward in Behavior Therapy With Children." Journal of Music Therapy, 13(1):39-48, 1976.

The use of rock music as a reinforcer in behavior therapy with hyperkinetic children was investigated. The behavior of a preschool special education group was modified using rock music as a reinforcement. Response contingent on withdrawal of reinforcement combined with a time out procedure were effective in suppressing the rate of occurrence of undesirable behaviors.

BD | All | G,A

Wingert, M. Lucille. "Effects of a Music Enrichment Program in the Education of the Mentally Retarded." Journal of Music Therapy, 9(1):13-22, Spring 1972.

This study, conducted in Warren County, Tennessee, sought to determine the effects of a music enrichment program upon the basic knowledge and measured intelligence, communicative abilities, and social behaviors of retarded children in a school setting against a group who received no music outside their classroom. Program activities included group singing, playing of instruments, listening activities, and musical plays. The experimental group made a significant gain in measured intelligence.

MR 7-15 yrs. A

Wood, Mary M., project director et al. Developmental Music Therapy. U.S. Office of Education, Bureau of Education for the Handicapped, Handicapped Children's Early Education Assistance Act, P.L. 91-230, Part C, OEG-0-73-5585 (1973-1974).

A program incorporating the principles and techniques of music therapy into the framework of Wood's Developmental Therapy model for the treatment of the emotionally disturbed child. It provides a broad outline to guide the music therapist in planning appropriate sequences of experiences for the disturbed child and thereby establishing therapeutic goals in the areas of behavior, communication, socialization, and academics. A home program is outlined to support the same objectives used by the music therapist, with an illustrated page of homemade instruments. The last chapter is devoted to the project results with evaluation tables on the changes in the observed behavior. An annotated bibliography is also included.

EE 3-14 yrs. A

Worthington, Donna. "Therapy With Cerebal Palsied Children." Music Journal, 27(9):19,66, 1969.

This article describes the music program of the Spastics' Home and School, (Owensboro, Kentucky) where they have found that badly handicapped children will respond in some measure to music. It becomes a supportive therapy by relaxing body tension, providing physical activity to strong rhythms, and rousing the lethargic to name a few.

PH,CP 6-12 yrs. G

Zimmer, Lowell J. Music Handbook for the Child in Special Education. Teaneck, NJ: S & S Publications, 1970.

Basic concepts of music and rhythmic response. Includes information on teaching simple songs, use of rhythm band instruments, drum sticks and the flutophone, and introducing musical instruments. (AAHPER abstract)

SE Gr. 1-8 G

DANCE, DANCE THERAPY, MOVEMENT

Ackerman, Jeanne V. Play the Perceptual Motor Way. Seattle, WA.: Special Child Publications, 1975.

Games - perceptual motor activities - help children organize their thinking, help the overactive child to better control their thinking, help the overactive child to better control, and improve a child's self-concept. Sixty-eight ability-sequenced games to develop body image, balance, laterality and directionality, locomotion, eye-hand coordination, and rhythm. Progress profile included. (publisher's abstract modified)
ADP 4-12 yrs. B,G

Allen, Mariam. Dance of Language. Washington, D.C.: Alexander Graham Bell Association for the Deaf, Inc., 1974.

Discusses the teaching language through rhythm and movement and suggests games, activities, and songs for classroom use.
AU Gr. K-8 A

The American National Red Cross. Adapted Aquatics. (Swimming for Persons With Physical or Mental Impairments). Garden City, NY: Doubleday & Co., Inc., 1977.

This illustrated guide has been developed as an aid for the instructor or therapist in tailoring aquatic programs to specific disabilities. It explains the value of a swimming program, describes the teaching techniques most suited to specific disorders (asthma, MS, epilepsy, cerebral palsy), offers practical advice on program organization and administration, lists necessary facilities and equipment, and includes emergency lifesaving procedures. Appendices include display, joint movements associated with swimming, signs for manual communication. A bibliography is offered.
MH,PH Gr. K-12 B,G

Arnheim, Daniel D. and Pescolsi, Robert A. Developing Motor Behavior in Children: A Balanced Approach to Elementary Physical Education. St. Louis, MO.: C. V. Mosby Company, 1973.

Part I relates movement education to the total development of the child and provides information on the relationship between perceptual and motor skills. Part II stresses the role of the regular and special teacher in implementation of the program, and gives guide lines for organization. Part III deals with instructional methods. The final portion provides activity progression on four major areas: movement exploration, stunts and self-testing, rhythms and dance, and games and sports. These activities are sequenced from simple to more complex. (ECEA modified)
HC All G,A

Association for Education of the Visually Handicapped. Bibliography on Physical Education. Philadelphia, PA.: Association for Education of the Visually Handicapped, 1974.

Contains annotated listing of approximately 75 resources for use in programming for visually impaired persons. Activities covered include physical education, dance, motor skills, recreation, movement, perceptual-motor development and hobbies. Subjects such as curriculum design, research, and integration with non-handicapped children are discussed. Books and publications are reported to be available from the American Printing House for the Blind. (ECEA modified)

VH	All	G,A

Barlin, Anne and Barlin, Paul. The Art of Learning Through Movement. Los Angeles, CA.: The Ward Ritchie Press, 1971.

A teacher's manual of movement for students of all ages. The chapters cover such areas as: Involvement through stories, fantasy, games, dramatic play and emotional expression; and moving through space, with others, and in other classroom subjects. Some lesson plans and helpful hints are included. (AAHPER abstract modified)

ADP,EE	All	G

Bartal, Lea and Ne'eman, Nira. Movement, Awareness and Creativity. New York, NY: Harper and Row, Publishers, n.d.

The focus of this book is both educational and therapeutic which is divided into eight sections: glossary of concepts, basic body awareness, sensory perception, imagination and creativity, lesson structure, work with children, ways of working and space. A complete program, based on techniques of Moshe Feldenkrais, emphasizes body structure, the senses (especially kinesthetic awareness) and finally physical creativity. Chapters on lesson plans and projects for children 4 through 12 are helpful for adaptation to exceptional education needs. Included is a sample curriculum, as well as a limited bibliography. This is a well-written guide for parents and teachers who want to discover how movement awareness and creativity can aid in self-growth for all children. (In addition, there are over 70 illustrations.)

ADP	Gr. K-8	B,G

Bernstein, Penny Lewis, OTR, MA. Theory and Methods in Dance-Movement Therapy - A Manual for Therapists, Students, and Educators. Dubuque, IA.: Kendall/Hunt Publishing Company, 1972.

This Dance-Movement Therapy resource book describes many exercises and modes of treatment to assist individuals through movement to develop and organize a repertoire of behavior which will enable a child or adult to

satisfy his own needs and adjust adequately to the demands of the environment. Many photographs provide helpful illustrations of activities.
EE,ADP All A

Beter, Thais R. and Cragin, Wesley E. The Mentally Retarded Child and His Motor Behavior: Practical Diagnosis and Movement Experiences. Springfield, IL.: Charles C. Thomas, Publisher, 1972.

Discussed are diagnostic techniques and movement experiences to be used in educational,institutional or recreational settings to evaluate and improve the motor performance of mentally retarded children. Diagnostic techniques are described for measuring growth and development, physiological efficiency, complex motor performance, and perceptual-motor functioning. Numerous specific games and excercises are suggested to improve performance in the specific areas. Three case studies are included. (ECEA modified)
MR All G,A

Brick, Rose Marie. "Eurhythmics: One Aspect of Audition". Volta Review, 75(3):155-160, March 1973.

Described is a eurhythmics program for hearing impaired primary, preteen and adolescent children using both structured and informal approaches. Rhythm bands, creative interpretation of animals, composition, understanding sound and group activities are described. (AAHPER abstract)
AH Gr. K-12 G

Calder, Jean E. "Dance for the Mentally Retarded." Slow Learning Child, 19(2):67-78, July 1972.

The role of dance in education and particularly in the education of the mentally retarded is discussed. Considered as such factors in dance programs as size of class, appropriate selection of types of dances, the variety of accompaniments possible, and the role of the teacher in the dance program. A review of research relating to the place of dance in programs for the mentally retarded and to the significance of dance program in perceptual-motor development programs is presented. (AAHPER abstract)
MR All G

Canner, Norma. And a Time to Dance. Boston, MA.: Plays, Inc., 1975.

Norma Canner is a dancer and teacher who has developed simple, spontaneous "creative movement" techniques for unlocking the personalities and capabilities of retarded children. The book, with 125 sensitive photographs, proceeds to show how lonely youngsters are drawn from isolation into fun

and promise of participation in group activity. More than an inspiring book for parents, it is a practical guide for all who work with mentally and emotionally retarded children.
MR,ED Gr. K-12 B,G

Carlson, Bernice Wells, and Ginglend, David R. Recreation for Retarded Teenagers and Young Adults. Nashville, TN.: Abingdon Press, 1968.

A guide for planning and conducting activity programs for the mentally retarded. In five parts, the authors deal with social needs, organizing techniques, varieties of activities and special needs. Both the layman and professional will find many practical ideas and meaningful activities.
MR Gr. K-12 B,G

Carr, Rachel. Be a Frog, a Bird, or a Tree: Creative Yoga Exercises for Children. New York, NY: Doubleday, 1973.

The author presents ways to encourage children to develop and use their imaginations. Suggestions for pantomime are made together with movement exercises which can be adapted to suit the child's ability and stage of development. Guidelines for teaching yoga are accompanied by demonstration illustrations and photographs.
ADP All G,A

Chace, Marian. "Movement Communication With Children". Proceedings from Third Dance Conference. Madison, WI. Baltimore, MA.: American Dance Therapy Association, October 1968. pp. 60-63.

A commentary about a film showing a single movement session with children in treatment at the Texas Institute of Child Psychiatry of the Texas Children's Hospital. It shows the children's manner of handling a strange experience and how through movement communication/dance therapy, the children became more relaxed and aware of self and able to interact with others.
ED 5-12 yrs. G

Chapman, Ann and Cramer, Miriam. Dance and the Blind Child. New York, NY: American Dance Guild, Inc., 1973.

Details of teaching one blind child in a class of sighted children. Includes eight pages of lesson plans. (AAHPER abstract)
VH Gr. K-12 G,A

Citron, Lester. "Tin Cans and Blind Kids". Journal of Health, Physical Education, Recreation. 42(4):64, April 1974.

This article describes the benefits blind children can obtain from kicking tin cans. Fun, exercise and perceptual awareness development are the attributes of this type of activity. A game which can be played with tin cans is outlined.

VH | Gr. K-8 | G

Corbin, Charles B. A Textbook of Motor Development. Dubuque, IA.: William C. Brown Company Publishers, 1973.

Details motor development patterns and explains why children develop as they do. Previous knowledge of motor skill progression and use of evaluative criteria will assist the reader in using this material.

EE,ADP | All | G,A

Cratty, Bryant J. Developmental Games for Physically Handicapped Children. Palo Alto, CA.: Peek Publications, 1969.

Games are presented to enhance movement abilities, as well as academic and perceptual abilities of physically handicapped children. Specific suggestions for modification of equipment, wheel chair games and sensory-motor stories are given.

PH | All | G

Cratty, Bryant J. Ed.D. Learning and Playing - Fifty Vigorous Activities for the Atypical Child. Freeport, NY: Educational Activities, Inc., 1968.

This packet of games provides activities that envolve the total body in vigorous action, requires the participators to think and gives a reasonable challenge to those children whose learning and performance is impeded. The game cards are arranged in order of difficulty from the simple line and circle games to more complex counting and spelling games. Each card contains methods and modifications of the particular activity and the motor skills each will enhance. Also listed to the type of atypical child that will be able to participate. All activities are illustrated and use simple equipment.

TMR,EMR,NH,PH | 3-12 yrs. | B,G

Cratty, Bryant J. Motor Activity and the Education of Retardates. Philadelphia, PA.: Lea and Ferbiger, 1969.

Practical guidelines and theory for uses of movement with retarded children. The text includes principles of learning skills, handwriting suggestions, big muscle coordination, and self-concept. Screening tests and evaluation are contained in the appendix.

MR | Gr. K-8 | G

Cratty, Bryant J. Movement and Spatial Awareness in Blind Children and Youth. Springfield, IL.: Charles C. Thomas, Publisher, 1969.

Theoretical research and activities about blind children are given to clarify how they learn about space through movement and through interpreting auditory expression. Topics include body-image development in the blind, auditory perception, object detection, map reading, assessing and improving motor abilities.

VH All G,A

Cratty, Bryant J. Movement, Perception and Thought. Palo Alto, CA.: Peek Publications, 1969.

The stages in movement development children go through to elicit improvement academically are listed in this monograph. The book is illustrated and deals with the topics of impulse control, mathematic games, spelling games and the like.

ADP Gr. K-8 G

Cratty, Bryant J. Some Educational Implications of Movements. Seattle, WA.: Special Child Publications, 1971.

Presents outlines on ways in which motor experiences can be used by children with mild to severe sensory-motor deficiencies. Examines current theories critically, but does present positive material designed to improve sensory-motor development through movement.

EE All G,A

Cratty, Bryant J. Trampoline Activities for Atypical Children. Palo Alto, CA.: Peek Publication, 1969.

How a trampoline can be used as a developmental tool is given in the guidelines of this monograph. Sections contain conditioning exercises, safety hints, balance, body image and agility training.

EE All G

Cratty, Bryant J. and Breen, James G. Educational Activities for the Physically Handicapped. Denver, CO.: Love Publishing Co., 1972.

This well-illustrated text presents numerous practical, playground games for physically handicapped children. Described are lead-up activities, as well as an assortment of games focusing on a variety of academic and intellectual qualities.

PH Gr. K-8 G

Cratty, Bryant J., Martin, M. M., et al. Movement Activities, Motor Ability and the Education of Children. Springfield, IL.: Charles C. Thomas Publisher, 1970.

A summary of studies dealing with various topics related to movement. Self-concept, effects of training on motor performance, learning games and enhancement of self-concept of clumsy youngsters are covered.

EE | All | A

Cratty, Bryant J. and Martin, Sr. Margaret Mary. Perceptual-Motor Efficiency in Children: The Measurement and Improvement of Movement Attributes. Philadelphia, PA.: Lea and Febiger, 1969.

This book deals with how to aid children with coordination problems. Control of large muscle activity, evaluation and norms, training principles, and handwriting activity are emphasized. Well-illustrated.

ADP | Gr. K-8 | G

Cherry, Clare. Creative Movement for the Developing Child: A Nursery School Handbook for Non-Musicians. Belmont, CA.: Fearon Publishers (Education Division of Lear Siegler, Inc.), 1968.

Activities intended to develop more acute sensory perception through movement during different stages of children's growth. Songs, chants, suggested activities, and games included in the handbook foster development of skills in areas such as crawling, creeping, walking, running, jumping, skipping, whole body movements, kinesthetic awareness, throwing and catching, balance, space orientation, hand movement, and other sensory-motor and perceptual skills. (AAHPER abstract)

EC | 3-5 yrs. | G

Davis, Patricia A. Teaching Physical Education to Mentally Retarded Children. Minneapolis, MN.: T. S. Denison and Company, Inc., 1968.

A program of physical education activities adaptable to the interests, capabilities and limitations of mentally retarded children. To simplify the activities, steps are smaller. Objectives, hints, and basic skills are discussed before the author deals with specific activities and games. Also suggested are a physical fitness activity unit, relaxation activities and some ideas for corrective activities. Helpful diagrams accompany the game plans.

MR | All | B,G

Drowatzky, John. Physical Education for the Mentally Retarded. Philadelphia, PA.: Lea and Febiger, 1971.

A physical education program complete with chapters on perceptual-motor development exercises to strengthen the stability of the child in his environment. These skills are then objectives for low organized games and activities. Dances are described with the notated music included. An illustrated section of equipment completes the book. The terminology is simple for those with little formal physical education training.
MR All G

Duggar, Margaret P. "What Can Dance be to Someone Who Cannot See?" Journal of Health, Physical Education and Recreation, 39(5):28-30, May 1968.

Methods for teaching blind children to dance are suggested, including establishing a verbal vocabulary of movement and using analogy and images. Also explained are methods of developing spatial awareness, body awareness, and rhythmic perception, and of using instruments for matching quality of sound and motion. (AAHPER abstract)
VH Gr. 3-8 G

Fait, Hollis F. Special Education: Adapted, Corrective, Developmental. Philadelphia, PA.: W. B. Saunders, 1972.

This book addresses physical education students and educators who will be or are now teaching children with exceptional needs. The first four chapters deal with history, understanding the handicapped, administration, and adaptive teaching suggestions. Eleven chapters deal with specific handicapping conditions, and detail programs for each condition. The last ten chapters describe specific adaptable games, sports, rhythms and dance, and physical fitness programs. There is a bibliography at the end of each chapter. Appendix includes list of applicable films and filmstrips.
EE Gr. K-12 G,A

Franklin, C. C. and Freeburg, William H. Diversified Games and Activities of Low Organization for Mentally Retarded Children. Carbondale, IL.: Southern Illinois University (Department of Special Education), n.d.

Basic principles in teaching physical activities to young mentally retarded children along with normal growth patterns of 8 year olds. Suggestions are provided for games and contests, dramatized stories, charades, songs, water games, and day camp. (AAHPER abstract modified)
MR 4-6 yrs. G

Fredericks, H. D. Bud, Baldwin Victor L., Doughty, Philip and Walter, James L. The Teaching Research Motor-Development Scale for Moderately and Severely Retarded Children. Springfield, IL.: Charles Thomas, Publishers, 1972.

Basically, this text is a test manual illustrating, describing and scoring the motor proficiency of moderately to severely retarded children of pre-school to high school age. Because it provides approximately fifty motor skills geared to the performance ability of retarded children, the activities could be integrated into a movement curriculum. The suggested list of special considerations are useable to ensure suitable visual contrast between the items or equipment used and the background. This applies in other working situations. The scale developed by the examiners, revised from the "Lincoln-Oseretsky Motor Development Scale", was to measure motor proficiency and not general intelligence, with the child's performance compared with his past and/or future performances.

TMR,EMR,SMR PS-Gr. 12 B,G

Frostig, Marianne, Ph.D. in association with Maslow, Phyllis, Ph.D. Movement Education: Theory and Practice. Chicago, IL.: Follett Publishing Company, n.d.

This edition is written for educators interested in enriching their understanding of movement skills through the theory of the Frostig Move-Grow-Learn Program. The book relates to the teacher's everyday work with children on the playground, in the gymnasium, and in the classroom and shows how movement education can be adapted to children's individual needs.

ADP Gr. 1-6 G,A

Frostig, Marianne Ph.D. in association with Maslow, Phyllis Ph.D. MGL Move-Grow-Learn Program. Chicago, IL.: Follett Publishing Company, n.d.

A movement education program that helps to identify those children with perceptual-motor difficulties, can serve as a source of remediation and enhances the total development of the pre-school and primary-age child. MGL, a collection of 181 activity cards, focuses on physical, creative, and perceptual development through activities in body awareness, coordination, strength, flexibility, balance, agility and creative movement. Each skill area is sequentially arranged, includes practical guidelines to ensure full participation by all students, and make specific recommendations for working with children with learning disabilities. The program does not require extensive equipment or space.

LD PS-Gr. 1-3 B,G

Gates, Alice. A New Look at Movement - A Dancer's View. Minneapolis, MN.: Burgess Publishing Company, 1968.

A basic book about movement, an everyday, ordinary thing we all do. It is designed to simplify and clarify personal concepts and understanding of it. Used as a guide, educators will be stimulated to find their own ways to teach movement activities that will provide individual students

with satisfying movement experiences. These activities allow the individual the freedom to make discoveries about himself through his senses, to stop and think about what it all means and to try again. Section I deals specifically with sensory awareness - the process and practice to keep you constantly in motion looking at movement in the animate and inanimate. Section II moves from awareness to perception - the discovery of movement. Section III is the implications of the new look for movement education - teaching movement as a sensory experience. Section IV shows the dancer's view of movement covering contemporary dance, dance for the dancer, and dance materials for the dance teacher.

ADP All G

Geddes, Dolores. Integrating Persons With Handicapping Conditions into Regular Physical Education and Recreation Programs. Washington, D.C.: American Alliance for Health, Physical Education, and Recreation, 1974.

An annotated bibliography containing 24 references dealing with integration into regular classroom situations and 120 citations regarding integration into regular physical education and recreation programs. Publications range from physical education programs, perceptual-motor development, and related expressive arts activities.

EE All B,G,A

Glass, Henry "Buzz". Action Time - With Story, Chant, and Rhyme. Vol I. Hayward, CA.: Alameda County School Dept., 1973.

Collection of 256 chants, rhymes intended to involve the child with the world of action...through a variety of musical activities. Subject matter includes topics of nature, weather, sports, animals, and fantasy. (AAHPER abstract modified)

ADP Gr. K-6 G

Hackett, Layne C. Movement Exploration and Games for the Mentally Retarded. Palo Alto, CA.: Peek Publications, 1970.

This publication presents information and materials specifically for programs for the retarded. The contents include activities, methods, approaches, procedures, patterns and concepts that stress use of individual abilities at his own level and at his own rate; to insure success for all. Topics are concerned with body image, space awareness, self-confidence, visual focusing, balance and hand-eye coordination. Chapter eight has a summary chart of games and activities to give an at-a-glance picture of choices for a particular six week unit.

MR Gr. 1-6 B,G

Hill, Kathleen. Dance for Physically Disabled Persons - A Manual for Teaching Ballroom, Square, and Folk Dances to Users of Wheelchairs and Crutches. Washington, D.C.: Physical Education and Recreation for the Handicapped (IRUC), June 1976.

A "how-to-do-it" dance manual that demonstrates the possibilities, values, and fun of dancing for the physically disabled. Diagrams showing movements and steps of the various dances are included. It also has a resource section for sources of records, periodicals on dance, and other printed materials. Articles on dance that have appeared in national magazines are reprinted. An annotated bibliography is included.

PH Gr. 6-12 G,A

Hirst, Cynthia and Michaelis, Elaine. Developmental Activities for Children in Special Education. Springfield, IL.: Charles C. Thomas, 1972.

The text was written for special education teachers with no specialization in physical education and for leaders in training centers for the handicapped. It provides elementary progression of activities to help children develop physical skills according to his own potential. Integration with other academic skills development has been attempted. Movement exploration and motor-perceptual activities are clearly explained in the first four chapters, and can be duplicated by special education teachers. The other chapters deal with more advanced activities which are best taught by a physical education teacher.

MR Gr. 1-8 B,G

Huberty, C. J., Quirk, J. P. and Swan, W. "Dance Therapy With Psychotic Children." Archives of General Psychiatry, 28(5): 707-13, May 1973.

The development and evaluation of a dance program are described. The program was designed to modify a variety of irregular and disordered body-movement patterns common to psychotic children. It was conducted in a day-care unit for psychotic children. (AAHPER abstract)

BD All G,A

Jack, Harold K. and Johnson, Leon. Physical Activities for Mentally and Emotionally Handicapped Children. Philadelphia, PA.: Temple University, 1971

Kalish, Beth. "A Study of Nonverbal Interaction in the Classroom." in American Dance Therapy Association Writing on Body Movement and Communication. Columbia, MD.: The American Dance Therapy Association. Monograph No. 1, 1971. pp. 16-33.

From infancy through adulthood we send and receive movement-messages or "non-verbal communication". Such movements were watched and recorded within reading groups. It was concluded that in the low group there was a higher tension level, shorter attention span, less involvement with peers, and need for more support from the teacher. The teacher's body movements were recorded as less direct with the low group. The use of the sociogram is explained. It is concluded that much can be learned by direct observation of group interaction in the classroom. The child's attitudes, goals, achievement, and self-concept are affected by his peer position.
ADP,SL,G&T Gr. 1-8 G,A

Kalish, Beth. "Body Movement Therapy for Autistic Children - A Description and Discussion of Basic Concepts." Proceeding from Third Dance Conference - Madison, Wisconsin. Baltimore, MD.: American Dance Therapy Association, October 1968. pp. 49-59.

An article addressing movement therapy as a means of communication used by those working with non-verbal children. The sessions were conducted at a Day-Care Unit for Autistic. The movement techniques used were planned to reach the autistic child at his primitive sensory-motor level, to explore with him rhythms, vocalizations and body actions, to help him form a body image. Data common to the autistic child is given along with a case study for a five year old girl. Positive changes were seen when given proper stimulus in a therapeutic environment.
AUT 5-8 yrs. G

Kratz, Laura E. Movement Without Sight: Physical Activity and Dance for the Visually Handicapped. Palo Alto, CA.: Peek Publications, 1973.

Provides a definition of blindness, the role of relaxation, and posture and locomotion. Activities cover individual stunts and self-testing, rhythms, and dance.
VH Gr. 6-8 G

Learmouth, John and Whitaker, Keith. Movement in Practice. Boston, MA.: Plays, Inc., 1977.

This concise, useful book provides a progressive plan of work for logical and safe development of educational gymnastics. The structured lesson material is accompanied by a series of photographs showing good movement positions and demonstrating the ability of children five through twelve. An exceptional education teacher would find the lessons adaptable to the needs of his/her students in a movement program
ADP Gr. K-8 G

Mason, Kathleen Criddle, ed. Dance Therapy: Focus on Dance VII. Washington, D.C.: American Alliance for Health, Physical Education and Recreation, 1974.

Compilation of articles exploring the development, theory, and methods of dance therapy. Philosophy and methods are examined for the role of the dance therapist in various settings. Research techniques, special groups and training are discussed. (AAHPER abstract)

MBD,VH,AH,LD,ED | All | A

Matteson, Carol A. "Finding the Self in Space." Music Educators Journal, 58(8):63-65,125, April 1972.

Use of motor development activities, physical activities and music with handicapped children is discussed. Use of movement and spatial relationship in music classes with multiply handicapped children is advocated for purposes of aiding growth. Practical guidelines are presented to permit handicapped children to learn about the qualities of movement and sound. (AAHPER abstract)

MH | All | A

Means, Louis E. and Applequist, Harry A. Dynamic Movement Experiences for Elementary School Children: Combining the Traditional Approach With Movement Education to Produce a Physical Education that Enhances and Complements Intellectual Growth. Springfield, IL.: Charles C. Thomas, Publisher, 1974.

The author points out how a sound physical education program can enhance the total educational growth of a child. The book is divided into four parts. Part I deals with basic considerations including sound objectives and content. Part II presents sequentially, material for grades K through six, which includes suitable techniques, games, and exercises suitable for each level. Part III reviews aspects of teaching, planning motivation and facilities. Lastly, Part IV lists supplementary materials for resource. A bibliography is included.

EE | Gr. K-6 | G

Melvin, Linda. "Aquatic Games: A Multidisciplinary Teaching Method for the Handicapped." Therapeutic Recreation Journal, 10(2):38-42, 1976.

A multidisciplinary teaching method centered around aquatics competition. Examples are found in the Special Olympics and wheelchair athlete programs as well as in game activities that are innovative and enjoyable. Aquatic games provide application to skill development; psychomotor movement; rule structures which can be implemented by many disciplined therapists. The techniques make use of the water environment as a new teaching media for special educators. (NCMHI abstract, modified)

EE | All | G,A

Moran, Joan M. and Kalakian, Leonard H. Movement Experiences for the Mentally Retarded or Emotionally Disturbed Child. Minneapolis, MN.: Burgess Publishing Company, 1974.

The text is intended to help educators provide individualized and meaningful movement experiences for MR and ED children. Both groups are seen to suffer from impairments in adaptive behavior which reduce behavioral freedom and the ability to meet environmental demands. Early chapters discuss a rationale for providing such programs. Remaining chapters deal with theory and teaching suggestions including specific instructions and illustrations. This comprehensive program provides teaching methods and resources for motor development, play therapy, use of movement education equipment, music and dance activities which include directions for 30 folk dances, and suggestions for integrating movement experiences with other school subjects, such as language and visual art. Examples of innovative equipment are also included. (ECEA modified)

MR,ED | All | G,A

Mossman, Maja. "Movement: The Joyous Language. Dance Therapy for Children." Children's House, 8(5):11-15, Spring 1976.

Nicholls, Bronwen. Move. Boston, MA.: Plays, Inc., 1977.

Psychodrama, moving to music, self-expression, and release of inhibitions are creatively explored in this practical handbook for teachers who are introducing drama. The day-to-day plans progress from such basics, as exploring space, changing level and direction, to the more advanced applications of movement in plays, mime, hand dancing and improvisation.

ADP,EE | Gr. K-8 | G

North, Marion. Personality Assessment Through Movement. Boston, MA.: Plays, Inc., 1977.

This book analyzes the relationship between body movement and personality. Personality is revealed to a trained observer through the "shadow" movements and attitudes of the body, which are those fleeting expressions that accompany inner thoughts and feelings. From a carefully compiled series of recorded movement patterns and rhythms, a movement "portrait" can be assembled which may be applied practically in education or therapy.

EE | Gr. K-12 | G,A

Perlmutter, Ruth. "Dance Me a Cloud." Children's House, 6(6):15-19, Winter 1974.

Describes how a dance-movement program for inner-city children uses creative dancing to help children communicate with their bodies what they cannot through language. Several techniques which promote free expression are explained including: "The magic circle" exercises to explore and express emotions; space; space as a shape; touch; the importance of touch; and activities which serve to release tension. (AAHPER abstract)

SM,BD,ADP | All | G,A

Plunk-Burdick, Dolores M. "Dance Therapist in Dimension: Depth and Diversity." (Proceedings of the Eighth Annual Conference of the American Dance Therapy Association). Columbus, MD.: American Dance Therapy Association, 1974.

A collection of presentations dealing with the Dance Therapist as a clinician, researcher, and educator. It describes dance therapy sessions, how other disciplines are related and some case studies. It covers varied selections of topics about the field of Dance Therapy in general.

EE | All | G

Polk, Elizabeth. "Notes on the Demonstration of Dance Technique and Creative Dance as Taught to Deaf Children, Ages 7-11." Journal of the American Dance Therapy Association Inc., 1(1):4-5, Fall 1968.

Methods and techniques for teaching deaf children to dance include the following: the use of simple exercises; placement of children where they can see and copy teacher; and the use of basic acrobatics for teaching awareness of bodily movement, alignment, balance, tension, and relaxation. (ECEA modified)

AH | Gr. K-6 | A

Robins, Ferris and Robins, Jennett. Educational Rhythmics for Mentally and Physically Handicapped Children. New York, NY: Association Press, 1967.

The idea and illustration packed book was written as a methodical step-by-step description of movement with music for the handicapped. The motoric movement rhythmics brings equilibrium to the external and internal feelings of the child while the syncopated movements have an educational effect on the child's mental development. The book supplies the melody used, diagrams of the movements and index that indicates the suitability of the movement to the handicap for approximately seventy activities.

MH,PH,AH,VH,EC,LD | All | G

Robinson, Christopher and others. Physical Activity in the Education of Slow-Learning Children. Baltimore, MD.: Williams and Wilkins Company, 1970.

Guide to physical activity for mentally handicapped children. Suggested activities, materials to use, and teaching methods are recommended for nursery through adolescent age groups in four main areas: educational gymnastics (to learn functional body management), educational dance (to learn to move expressively), skills and games (to learn handling of balls, bats, etc., to be able to participate in games and sports), and specific posture training, which includes corrective exercises for simple muscular or postural defects. (AAHPER abstract)

MR | Gr. 3-8 | G

Russell, Joan. Creative Movement and Dance for Children. Boston, MA.: Plays, Inc., 1977.

This book will show teachers how to help children make the transition from informal physical action to controlled yet creative movement in dance and other activities. An important component of this teaching guide is having children understand and enjoy what they are doing as they learn to use their bodies in dance and movement patterns. Includes lesson plans with examples and pictures to aid in evaluating pupil progress.

ADP | Gr. K-8 | G

Salkin, Jeri. Body Ego Technique: An Educational Approach to Body Image. Springfield, IL.: Charles C. Thomas, Publisher, 1973.

The author's extensive experience as a dancer and teacher has resulted in development of Body Ego technique which uses elements of dance or movement to help develop the ego. The basic objective is to establish and utilize body image and self-identity. Underlying concepts; how movement, form, space and rhythm may be used by the teacher; and what is required of the teacher herself are presented in the sections: Theory, Techniques, Photographs and Teacher Training. Reference to early childhood development, AH, VH, MR and culturally deprived are helpful in implementation for the exceptional educator.

ADP,AH,VH,MR | All | G,A

Salus, Mariam, and Schanberg, Rachel. "Body Movement and Creative Expression for the Preschool Language Handicapped Child." in American Dance Therapy Association Writings on Body Movement and Communication. Columbia, MD.: The American Dance Association. Monograph No. 1. 1971. pp. 38-48.

A speech therapist with a background in creative dance and a preschool teacher write about the use of body movement with language handicapped children as a creative means of expression and outlet for personality growth. It was discovered while working with some five and six year olds, that they learned best when many senses are involved in an experience. Many ideas are given for implementation of such activities.

CH | 5-8 yrs. | G

Samoore, Rhoda. "A Rhythm Program for Hearing Impaired Children." The Illinois Advance. January 1970. pp. 1-3, 15-20.

A rhythm program which is based on the conviction that the teaching of rhythmic bodily movements and an appreciation of music facilitates the development of speech in deaf students at both the primary and secondary level. Details about techniques, exercises, examples of songs, dances, and musical instruments used are included. (AAHPER abstract modified)
VH All G

Schwartz, Dorothy and Aldrich, Dorothy, eds. Give Them Roots and Wings. Washington, D.C.: American Theatre Association, 1972.

A practical guide to drama in the elementary school, with helpful sequences of activities, methods and expected behavior.
ADP Gr. 1-8 G

Shniderman, Craig M. and Volkman, Ann. "Music and Movement Involve the Whole Child." Teaching Exceptional Children, 7(2):58-60, Winter 1975.

Camp Greentree (Bethesda, Maryland) is a therapeutic day camp for emotionally disturbed boys. Music and movement experiences are provided to alleviate psychological stress placed on disturbed, aggressive children. (AAHPER abstract)
BD All G

Stecher, Miriam B. "Expressing Feelings Facts and Fancies Through the Movement Arts." Childhood Education, 51(3):122-27, 1975.

More and better movement education is highly recommended for American schools on the basis the children can learn much from movement experiences and that the instructor can learn much about children from watching their movement and considering it an important part of their total behavior. More attention should be paid to body sensations such as fatigue, pain, or pleasure. Children's needs for building body image, body-mind integration, and body acceptance are virtually ignored. The need for expressing feelings, facts, and fancies through the movement arts is only slightly acknowledged. (NCMHI abstract modified)
EE,ADP All G

Weiner, Carole. Dance-Movement Therapy Bibliography. Helmuth, NY: Gowanda State Hospital, 1973.

Sources on movement and creative dance applicable to all ages. Listings include: articles; bibliographies; books; booklets; films; journals;

newsletters; equipment; odds and ends; and musical instruments. (AAHPER abstract)
MR,PH,ED All G,A

Wisher, Peter R. "Dance and the Deaf." Journal of Health, Physical Education and Recreation, 40(3):81, 1969.

Discussion of considerations for hearing impaired participants in dance activities. Accompaniment, tactile cues, creativity, balance, relationship to speech development, student interest, and program values are covered. (AAHPER abstract)
AH All G,A

DRAMA, PSYCHODRAMA, ROLE PLAYING

Acosta, Shirley and Neumann, Elizabeth. "Using Fairy Tales as a Drama Therapy Technique With Preschool Children." Marriage and Family Counselors, 9(3):19-26, 1975.

The development of a drama therapy group for 4 to 6 year-old children using fairy tales as its basis is reported. The method employs techniques of psychodrama and role training. The four stages of the therapy process are outlined, and the types of fairy tales employed are discussed. Certain reservations regarding the programs effectiveness are delineated. It is concluded that the use of fairy tales in a drama group approach offers a technique that has appeal to young children and is well received by parents. It is adaptable to children with a variety of presenting problems, and it does not demand expensive or complicated equipment. (NCMHI abstract)
EC 4-6 yrs. G,A

Barsky, Marilyn and Mozenter, Gerry. "The Use of Creative Drama in a Children's Group." International Journal of Group Psychotherapy, 26(1):105-14, 1976.

The description and elaboration of clinical techniques and their apparent effect on group processes and individuals in preadolescent creative drama groups is given. Through the exercises, the dramatic scenes and interactions, the children learned to listen and to cooperate. It is concluded that a better development of coping skills was developed and many of the goals for these groups were reached.
EE Gr. K-6 G,A

Blatner, Howard A. Acting-In: Practical Applications of Psychodramatic Methods. New York, NY: Springer Publishing Co., 1973.

This book presents the fundamental elements and the basic principles related to the use of psychodramatic methods. Discussion of theory and practical suggestions are given. Included at the end of each chapter are extensive annotated references. Modification of methodology is recommended to meet personal requirements. Specific mention is made to the potential application to education to complement traditional verbal approach in order to facilitate personal awareness and sensitivity.
EE All A

Bragg, Bernard. "The Human Potential of Human Potential: Art and the Deaf." American Annals of the Deaf, 117(5):508-11, October 1972.

As one of the founding members of the National Theatre of the Deaf, the author discusses the potential of utilizing creative drama to giving expression to concepts through a unique process which in itself is self actualizing. Under leadership of trained deaf persons, the deaf child responds imaginatively and confidently. The NTD serves as an example of what can be accomplished, not as imitative, but as original, productive and successful creating by and for the deaf.

AH All G

Brick, Lawrence J. "The Use of Role Playing as an Educational and Therapeutic Device With the Deaf." Journal of Rehabilitation, 1(2):53-58, July 1967.

Advantages of role playing are cited and then related to the deaf. Conventional teaching devices rely on language ability and experience which deaf are lacking. Role playing allows experimentation with life situations on a nonverbal level. This method could be used to teach social skills, develop insight into human relations, and to expose the deaf to a variety of experiences in a short time. It could be used in the classroom, in vocational guidance, and in treating neurotic and mentally ill deaf patients. (ECEA modified)

AH All G,A

Buchan, L. Gerald. Roleplaying and the Educable Mentally Retarded. Belmont, CA.: Fearon Publishers, 1972.

Roleplaying as a method of social learning for EMR children is discussed. It is suggested that roleplaying begin in the elementary primary class to help the child choose social attitude and work habits and that roleplaying be continued in intermediate, junior and senior high to introduce new areas of experience, to improve language proficiency, to model acceptable public behaviors and to prepare students for vocational experiences. Techniques, sample situations, and prevocational curriculum are presented. (ECEA modified)

EMR All G

Burack, A. S. and Crossley, B. Alice. Popular Plays for Classroom Reading. Boston, MA.: Plays, Inc., 1977.

A collection of 24 high-interest one-act reading plays adapted especially for use in middle grade and junior and senior high school oral reading programs. All plays in this new collection were selected for their high dramatic interest and exciting plots. They are excellent for improving reading skills and for increasing vocabulary. High dramatic interest and exciting plots makes them especially well suited to motivating young readers.

ADP Gr. 5-10 B,G

Coleman, Peter. "Playmaking." The Pointer, 20(2):34-35, Winter 1975.

Playmaking is an activity in which children act out real-life situations. Low functioning, non-verbal children can participate through body actions. (AAHPER abstract)

MH,PH | All | G,A

Complo, Sr. Jannita Marie. Dramakinetics in the Classroom: A Handbook of Creative Dramatics and Improvised Movement. Boston, MA: Plays, Inc, 1977.

A new approach to teaching a combination of movement skills and dramatic play to children from kindergarten up. Developed by an experienced teacher, this book represents a step-by-step method of incorporating dramatic movement into the curriculum. Imaginative verses serve to illustrate the basic movement activities.

ADP,EE | Gr. K-12 | G

Crystal, Josie. "Role-Playing in a Troubled Class." Elementary School Journal, 69(4):619-79, January 1969.

A teacher of a black elementary school class discusses her use of role-playing to facilitate development of using forethought and to decrease the existing behavior of impulsive physical outbursts and hostility in the classroom. Pantomime and dramatization enhanced verbalization. Immediate subsequent behavior was little affected but the author believes the experience of role-playing may be of value to the children in future situations. (ECEA modified)

ADP | Gr. K-8 | G

D'Alonzo, Bruno J. "Puppets Fill the Classroom With Imagination." Teaching Exceptional Children, 6(3), Spring 1974.

A brief review of the literature is made and the use of puppets in the classroom is discussed. A list of ten types of puppets that can be made is included. Eleven uses of puppets with exceptional children are given. (AAHPER abstract)

EE | Gr. 3-12 | G,A

Duffy, Robert. "Pantomime Recognition in Aphasics." Journal of Speech and Hearing Research, 18(1):115-32, March 1975.

A pantomime recognition test was developed to study the extent of impairment of pantomime recognition and the relationship between pantomime recognition and verbal deficits in aphasics. Results indicated greater impairment in aphasics than in the other group of subjects and a high correlation

between pantomime recognition and impairment of verbal abilities in aphasics. It was concluded aphasia is best understood as a general impairment of symbolic communication that includes nonverbal as well as verbal deficits. (ECEA modified)

CH All A

Durrell, Donald D. and Crossley, B. Alice. Favorite Plays for Classroom Reading. Boston, MA.: Plays, Inc., n.d.

This anthology of top-quality plays offers a wide variety of dramatic material requiring little rehearsal time. The basic reading program is designed to develop oral reading skills and provides an effective means of helping young people correct poor reading habits.

ADP Gr. 5-10 G

Durrell, Donald D. and Crossley, B. Alice. Teenage Plays for Classroom Reading. Boston, MA.: Plays, Inc., n.d.

A collection of one-act plays especially adapted for junior and senior high reading programs with plays selected for high dramatic interest and vocabulary adjusted for less advanced readers. Included are explanations of difficult or unfamiliar words and phrases. An aid to the improvement of reading ability and to the development of poise and self-confidence.

ADP,EE Gr. 7-12 G

Freyberg, Joan T. "Increasing Children's Fantasies: Hold High the Cardboard Sword." Psychology Today, 8(9):63-64.

A parent or teacher can serve as catalyst to imagination, especially in the child's pre-school years. Reading, story-telling, pretending, and playing with free-form toys benefit the child by increasing attention span, self-control, concentration, and other learning skills. Fantasy is an important means for a child to use in finding out more about his world. Techniques for parents and teachers to use in "fantasy" experiences are briefly discussed.

EC PS B,G

Gardner, Richard A. Therapeutic Communication With Children. New York, NY: Science House, Inc., 1971.

The mutual storytelling technique is featured as a means of therapeutic communication with children by enabling to impart and transmit values and insights. After the child relates his story, the therapist repeats it and introduces healthier adaptations and conflict resolutions. Descriptions

and examples and situational reactions are presented, as well as four case studies. (ECEA modified)

BD | All | A

Gervase, Ellen L. "Body Puppets in Role Playing." The Pointer, 20(2): 36-39, Winter 1975.

The use of life-sized puppets that children wear on their bodies while role playing is described. Role playing helps students consider problems and behavior, and these large puppets facilitate their moving about freely. (AAHPER abstract)

ED | All | G

Gillies, Emily. Creative Dramatics for All Children. Washington, D.C.: Association for Childhood Education International, 1973.

Presents six basic principles for using dramatics with all children: tuning in the senses; listening and recording; pantomime; rhythms and movement; presenting a story; discussion and constructive criticism; and a child who is open. Through the use of these principles, one is shown how to develop a sequential program of creative dramatics. The experience enables children to learn that speaking aloud with ease and conviction and interacting with others creatively can bring deep satisfaction. The reader is taken through the process with three different groups: children for whom English is a second language, emotionally disturbed children, and brain injured children. Twenty resources for creative dramatics are provided. (AAHPER abstract)

BD,SM,NI | Gr. 3-8 | G

Goldsen, Rose K. "Toys and the Imagination of Children." Human Behavior, 5(12):16-23, 1976.

The types of toys on the market for children over preschool age are analyzed. The kinds of dolls for girls, including Barbie and her supporting cast and the "anatomically correct" dolls, and dolls for boys, which are called action figures and even include multiple amputees, are described. The images these dolls project are frequently those of the joys of the female sex-role, violence or push button destruction. Vehicles are also discussed. The advertising/television/toy trade connections are discussed and a list of the major toy companies is included. It is felt that there are few toys that nourish imagination, that act as props for dramas that children work out in fantasy and practice in play. (NCMHI abstract modified)

EE | All | B,G

Goodridge, Janet. Creative Drama and Improvised Movement for Children. Boston, MA.: Plays, Inc., 1977.

This handbook provides practical suggestions for using creative drama and will help teachers select and develop appropriate material for playmaking and improvised movement. Special skills are learned as action, movement and speech. They are used to correlate dramatics with other related subjects. This book deals with a new educational concept, with innovative and imaginative techniques and methods teachers can use.

ADP,EE Gr. K-12 G

Heinig, Ruth B. and Stillwell, Lyda. Creative Dramatics for the Classroom Teachers. Englewood Cliffs, NJ: Prentice Hall, 1974.

This well-written book is designed for the teacher who would like to use creative dramatics with her/his students. Some of the specific areas covered are a general overview, narrative pantomime, beginning and advanced techniques, designing activities, audience participation, verbal interaction and group dynamics. Also included are review exercises as well as a bibliography listing story and poetry anthologies and books. Suggested materials categorized according to grades 1-6 are helpful.

EE Gr. 1-6 B,G

Irwin, Eleanor C. and McWilliams, Betty Jane. "Play Therapy for Children With Cleft Palates." Children Today, 3(3):18-22, May/June 1974.

A group of 3 to 6 year old cleft palate children participated in an expressive language stimulation program for 8 months. The sessions involved guided rhythmic, pantomime, and dramatic activities. Results indicated that initially the children exhibited withdrawn or hyperactive behaviors but later related fantasies in complex competent language. Evaluation had implications for program duration, videotape use, and use for children with various handicaps. (ECEA modified)

SH 3-6 yrs. A

Kaliski, Lotte and others. Structured Dramatics for Children With Learning Disabilities. San Raphael, CA.: Academic Therapy Publications, 1971.

Explains the motivational and educational value of dramatics and offers guidelines for a variety of class dramatic activities. Half the pamphlet is devoted to the script for a child-centered play entitled "Happiness Is" using 60 cast members. (AAHPER abstract)

LD Gr. 3-6 G

Kirchner, Suzie. Play It By Sign: Games in Sign Language. Riverside, NJ: The Library of Special Education, n.d.

Practice in signing and fingerspelling. Includes adaptations of password, concentration and bingo that encourages mime and gestures.
EE Gr. K-6 G

Liebman, Joyce and Liebman, Arthur. "On Stage, Everybody: Music Theatre for Physically Handicapped Children." Music Educators Journal, 60(2):45-46, October 1973.

Enthusiasm and eagerness to perform are two qualities that grip the Human Resources School for physically handicapped in Albertson, New York, during rehearsal and preparation for each stage show. Original scripts are rewritten to accommodate the many students who wish to creatively participate. The 8-year old program enables students to gain a sense of achievement as well as feelings of personal worth. (ECEA modified)
PH Gr. K-12 G

Levett, Lisbeth M. "Discovering How Mime Can Help." Special Education, 6(1):17-19, March 1971.

The work involving the teaching of communication skills to mentally handicapped cerebral palsied non-communicating children was described. Mime, the chosen technique, required gross movements rather than fine. After the emphasis was taken off speech all of the children receiving mime instruction were able to communicate. The researchers see the use of mime followed by a more sophisticated signing as developing into a mode of communication for those unable to communicate before. (ECEA modified)
CP Gr. K-8 B

Lowndes, Betty. Movement and Creative Drama for Children. Boston, MA.: Plays, Inc., 1977.

Advice on how teachers can help children gain confidence and understanding through drama activities. Contains chapters on improvisation and exploration, self-discovery, sensory awareness, visual observation, oral awareness, locomotion, creative movement, facial expression, mime, imaginative characterization and group activity. Includes a chapter on verbal drama improvisations as well as the use of masks and puppets. A practical guide for parents and educators of children with exceptional educational needs.
ADP Gr. K-12 B,G

Lyons, Victoria M. "Psychodrama as a Counseling Technique With Children." Elementary School Guidance and Counseling, 2(4):252-58, 1977.

The various ways to use psychodrama as a counseling technique with children are described. Examples are given of the use of warmup techniques, role reversal, behavioristic psychodrama, and vicarious psychodrama. It can be used both for individuals and the entire classroom The technique as used with children are more behavioristic and less psychoanalytic than the psychodrama used with adults. (NCMHI abstract)

BD Gr. 3-12 A

McIntyre, Barbara M. Creative Drama in the Elementary School. Itasca, IL.: F. E. Peacock Publisher, Inc., 1974.

The role of creative drama in language arts instruction is described. Components of the dramatic process are analyzed. Sensory awareness, characterization, movement, improvization and dramatization are discussed. Teaching methods and activities are suggested for the primary grades. Explanations of how to expand these techniques to include interpretative skills, poetry and problem solving methods for the intermediate grades are detailed.

ADP Gr. 1-8 G

Mandelbaum, Jean. "Creative Dramatics in Early Childhood." Young Children, 30(2):84-92, January 1975.

Presented are suggestions and techniques for teaching creative dramatics to children 3 to 7 years old. Described are the roles of music and movement in dramatic activities, and given are examples of helpful songs, stories and poems. It is pointed out that dramatic play and original stories, as well as important classroom events can provide the basis for creative dramatics.

(ECEA) PS

ADP B,G

Marcoux, J. Paul. "Helping Emotionally Disturbed Children Through Creative Dramatics." Communication Education, 25(2):174-77, March 1976.

This article gives a brief report on a creative dramatics program used at the Gaebler Children's Unit of the Metropolitan State Hospital in Waltham, Massachusetts. This is a full-time school for both residential and day-care children. The author suggests using this tested approach in public educational settings for children served by programs for the emotionally disturbed and behaviorally disabled. Creative dramatics develops imagination, sensory awareness and communication skills. Behavioral changes can be facilitated through group cooperation, controlled release of energy and ego satisfaction.

ED,BD 7-16 yrs. G,A

Morgan, David. "An Adaption for Drama for Retarded Participants." Challenge, 9(1):6,7, September-October 1973.

The Orff-Schulwerk process, a creative approach to elemental music for children 5-12 years of age, has been found to be effective with creative dramatics for mentally retarded adolescents and adults. The process involves the childs self-expression, monitoring personal behavior, and the possibility of personal and creative growth which may occur. Verbalization, listening, recall and understanding are skills fostered during the group experience of creative dramatics. The steps of the Orff-Schulwerk process utilized are improvisation, selectivity, fulfillment and closure which have been used by leaders in dramatizations. (ECEA modified)

MR Gr. K-6 G

Natheson, David W., Cynamon, Amy and Lehman, Katherine. "Miami Snow Poets: Creative Writing for Exceptional Children." Teaching Exceptional Children, 8(2):87-91, Winter 1976.

Blind, deaf, mentally retarded, and physically handicapped children can complement their functional learning experiences with a creative writing process. Creative writing builds vocabulary, stimulates the senses, and results in creative and meaningful expression. (AAHPER abstract)

VH,AH,MR,PH Gr. 3-12 G

Philpott, A. R. Puppets and Therapy. Boston, AM.: Plays, Inc., 1977.

This book brings together innovative ideas and experiments in the use of puppets and puppetry with the physically handicapped and the emotionally and mentally impaired. The material records in an informal manner practical applications of the use of puppetry in speech therapy, child guidance, physiotherapy, rehabilitation and work with the handicapped. Observations and suggestions are given to show how puppetry can be used as a therapeutic tool with young people.

AH,PH,ED,MR Gr. K-12 G

Pierini, Mary Paul Frances. Creative Dramatics: A Guide for Educators. New York, NY: Herder and Herder, Inc., August 1971.

An approach to creative dramatics by action is presented with descriptions of pantomime, sensory explorations, observation, imagination, characterization, improvisation, and story dramatization. Art as an approach to creative dramatics includes explanation and illustration of space, movement, rhythm, lines, shapes, color, and texture. The third and last approach to creative dramatics is through storytelling. (AAHPER abstract)

EE,ADP All G

Schattner, Regina. Creative Dramatics for Handicapped Children. New York, NY: John Day Co., 1967.

By providing instructions and simple scripts the author shows how to broaden the environment of handicapped children through dramatic play. Techniques, materials and adaptations are discussed. Nine plays and four musical reviews are included. (AAHPER abstract)

PH,EE | All | G

Stewig, John Warren. "I Absolutely Refuse to be an Onion." Gifted Child Quarterly, 20(1):31-39,17, 1976.

Five positive behavior changes that may occur from the use of creative dramatics with gifted children and the value of these changes are discussed. Emphasis is placed on creative dramatics versus the presentation of formal plays. Behavior changes may occur in impressive, expressive, communicative social and creative behavior. Each area is defined and suggestions are given for developing each particular area. It is suggested that creative drama be an essential part of the gifted student's curriculum. (NCMHI abstract modified)

G&T | Gr. K-8 | G

Strain, Phillip S. and Wiegerink, Ronald. "The Effects of Sociodramatic Activities on Social Interaction Among Behaviorally Disordered Pre-School Children." Journal of Special Education, 10(1):71-75, Spring 1976.

EC,BD | PS | G,A

Way, Brian. Development Through Drama. New York, NY: Humanities Press, 1967.

This book is an in-depth discussion of growth through drama - with innumerable suggestions for activities. The educational potentials are explored through imaginative use of the senses, movement and speaking. Projects enhancing consciousness of the self; improvization of numerous subjects; dealing with conflict and social development are some of the topics dealt with. A practical guide for the exceptional educator.

EE,BD | All | G,A

Wolfgang, Charles A. Helping Aggressive and Passive Preschoolers Through Play. Columbus, OH.: Charles E. Merrill Publishing Co., 1977.

This book is an effort to develop an explicit, well-defined program of intervention that teachers can use with their problem preschoolers. The

contents deal with definition of passive and aggressive behavior; principles and goals of intervention; organization of space and time; and influence of teacher behavior. Essentially the author stresses the importance of play as a vehicle for cognitive and emotional development in the preschool program.

EC,BD 3-5 yrs. G

117

POETRY, POETRY THERAPY, BIBLIOTHERAPY, CREATIVE WRITING

American Foundation for the Blind. Sources of Reading Materials for the Visually Handicapped. New York, NY: American Foundation for the Blind, 1969.

A series of 21 leaflets covers sources of reading materials for the visually handicapped. Included are lists of library and reference services, sources of various types of recreational and educational reading materials, and names and addresses of publishers. Sources for braille publications, large type publications, tapes, talking books, and braille music are all listed. (ECEA)

VH | All | B,G

Baskin, Barbara Holland and Harris, Karen H., editors. The Special Child in the Library. Chicago, IL.: American Library Association, 1976.

Articles in this book examine such areas as library responses to environmental barriers, books and materials appropriate for handicapped children, and utilization of bibliotherapeutic support. (AAHPER abstract)

SE | 8-14 yrs. | G,A

Berg-Cross, Gary and Berg-Cross, Linda. "Bibliotherapy for Young Children." Journal of Clinical Psychology, 5(2):35-38, 1976.

A conceptualization of bibliotherapy which incorporates interactive aspects of the technique and its therapeutic applications with 2-year-old to 7-year-old children. An annotated bibliography is included. Bibliotherapy can be used as identification, a diagnostic tool, adjunct technique in treating communication deficits, a rapport facilitator and as an information vehicle.

EE | PS-Gr. 1 | G,A

"Bibliotherapy." Media and Methods, 5, January 1969.

An essay about bibliotherapy plus a list of novels grouped according to problems relevant to adolescence.

EE | 10-14 yrs. | G

Broun, Jean D. "Storytelling and the Blind Child." New Outlook for the Blind, 66(10):356-60, December 1972.

The author gives suggestions for selecting and telling stories to blind children. Specific stories enjoyed by blind children are listed. (AAHPER abstract)

VH Gr. K-8 B,G

Brown, Eleanor F. Bibliotherapy and Its Widening Applications. Metuchen, NJ: The Scarecrow Press, Inc., 1975.

This volume is a synthesis of the science and art of bibliotherapy; an overview which includes the history, the changing status, and the practical applications. The book is directed at all persons interested in the subject, without going into depth relating psychiatric theory and medical terminology. Of special interest is the chapter focusing on bibliotherapy and school problems.

EE Gr. K-12 G,A

Cleveland Public Schools. Creative Writing: Guide Lines for Teachers, Upper Elementary Summer School. Cleveland, OH.: Cleveland Public Schools, Ohio, Division of Major Work Classes. 1968.

The guide offers extensive suggestions and techniques for teaching creative writing to gifted upper elementary students. Approaches are offered for developing the creative writing tools: figures of speech, imagery, etc. and suggestions are made for writing stories and poetry of different forms. A list of recordings is listed that can set the mood for writing. Approximately 100 books and sources of available commercial aides are included in a bibliography. (ECEA modified)

G&T Gr. 5-8 G

Corman, Cheryl. "Bibliotherapy - Insight for the Learning Handicapped." Language Arts, 52(7):935-37, October 1975.

This article discusses the use of bibliotherapy as an adjunct to other means of education. Classroom teachers are encouraged to use this teaching method as "an effective instrument of personal growth for the learning handicapped". Caution is recommended in dealing with the seriously maladjusted child. Thirteen references are given to assist educators interested in the bibliotherapy approach to meeting each child's physical, mental, and emotional needs simultaneously with the pleasure of reading.

Dreyer, Sharon Spredemann. The Bookfinder: A Guide to Children's Literature About the Needs and Problems of Youth. Circle Pine, MN.: American Guidance Service, Inc., 1977.

This uniquely bound, split-page format, reference book is for any adult who wants to identify books that may help children who are experiencing difficulties and need to find alternatives to cope with their challenges of life. The Bookfinder has 1031 annotations of children's books that can be located by the Subject Index, the Author Index, or the Title Index. Each annotation gives the usual bibliographic information, the main subject heading, a synopsis of the story, a commentary, the general reading level and any other forms of publications for use by the handicapped.

EE,G&T 2-15 yrs. B,G,A

Fitzgibbon, Sister Catherine. "Poetry and Interpersonal Communication." Volta Review, 73(1):58-59, January 1971.

College students enrolled in Poetry Therapy which taught characteristics of the deaf and interpersonal communication, put their knowledge to work in weekly sessions with deaf children. In these sessions, poetry was discussed, analyzed, and written to facilitate communication. The major benefit of the experimental program was the personal relationship with a college student. (ECEA modified)

AH All G

Freeberg, William H. and Lunan, Bert. Recreation for the Handicapped, A Bibliography.Supplement I. Washington, D.C., Southern Illinois University, Carbondale, Vocational Rehab. Admin., August 1967.

Lists 442 references from January 1, 1965 to January 1, 1967. Supplements original publications from 1950-1965 period. Thirteen categories include general philosophy; administration; group characteristics; programs which integrate rhythm; music, and dramatics; socialization and rehabilitation; training and experience for recreation personnel; audio-visual materials and other areas of interest to providers of recreation for the handicapped. (ECEA modified)

HC All B,G,A

Grollman, Sharon Hya. More Time to Grow: Explaining Mental Retardation to Children - A Story with a Parents' and Teachers' Guide by Robert Perske. Boston, MA.: Beacon Press, 1978.

A sensitive read-along story to help parents and teachers explain mental retardation to a young child baffled by a retarded playmate or sibling. Mr. Perske's guide to additional resources will be of enormous value not only to parents but to professionals. Includes activities that a normal child can do to assimilate handicaps a "special" child may have, for better understanding.

EE Gr. K-5 B,G

Hendrix, Margaret M. Fiction Books that Deal With Children's Problems. October 1970.

Ms. Hendrix has compiled a list for those interested in using bibliotherapy. It is produced by Oregon State Library, Public Library Development Division.

EE Gr. K-12 G

Hoagland, Joan. "Bibliotherapy: Aiding Children in Personality Development." Elementary English, 49(3):390-94, March 1972.

The philosophy and concepts of bibliotherapy are discussed and issues relevant to its use in the classroom are explored. Cited are various ways bibliotherapy can help a reader and some bibliographies which have been prepared for use with children in bibliotherapy. It can also be an effective method of dealing with other concerns such as attitudes toward occupations. (ECEA modified)

EE Gr. 5-JH G

Kantrowitz, Viola. "Bibliotherapy With Retarded Readers." Journal of Reading, 11(3):205-12, December 1967.

Three case studies of retarded readers illustrating the value of bibliotherapy are presented: a 16-year-old boy with a disturbed background which included delinquency, a schizophrenic teenage girl, and a 13-year-old culturally deprived boy. Each case study covers the child's biographical background and emotional and reading problems, and reviews the bibliotherapy given and subsequent improvement. (ECEA)

EE,BD,ED,SM 13-16 yrs. G

Kramer, Aaron and Buch, Lucien A. "Poetic Creativity in Deaf Children." American Annals of the Deaf, 121(1):31-37, 1976.

Evidence of the creative potential in deaf children gathered over six years of experience with the hearing impaired children as they discuss, read and write poetry. A discussion of the role language plays in intellectual and creative functioning introduces examples from poetry written by deaf children demonstrating creative potential. Exploratory analysis of this poetry indicates progress when stretching the imagination has been coupled with increased facility with language. (NCMHI abstract modified)

AH Gr. 3-12 A

Lack, Clara and Bettencourt, Bruce. News Notes of California Libraries, (Bibliotherapy bibliography prepared under a LSCA Grant, 1972.) San Jose, CA.: Santa Clara County Free Library. Fall 1973. pp. 380-422.

A bibliography of bibliotherapy classified by subject with one-line descriptions summarizing the content.

EE Gr. K-12 G,A

Landeck, Beatrice. Learn to Read/Read to Learn. (Poetry and Prose from Afro-rooted sources). New York, NY: David McKay Co., 1975.

The author expresses the need to be innovative in the ever-changing education system. To facilitate communication with non-white cultures, Afro-American and Afro-Hispanic culture was utilized as a resource. Because verbalization rises out of sound, expression, cadence and sentence play, they all can be used to improve reading skills. Detailed examples are given on how to employ The Word Lab, verse, collective experiences, exploration, creative writing and ethnic music for language development. Included are an annotated bibliography and a disography.

EE All G

Larrick, Nancy. "Poetry is for Everyone." Gifted Child Quarterly, 20(1):42-46, Spring 1976.

A number of selected poetry titles are given which can be used to motivate listening to, learning about, and interpreting poetry. Three specific projects are briefly described using poetry to spark unaided creativity. The author believes that getting involved in poetry should include activities and situations which enable small groups or individuals to work on their own. Integration of poetry with other art forms is suggested. Sixteen poetry books are recommended and referenced.

G&T All G

Laurita, Raymond E. Reading, Writing and Creativity. Seattle, WA.: Special Child Publications, 1973.

The author believes that reading difficulties can be traced to minor problems such as the presentation of graphic symbols before perceptual readiness. Early failure inhibits future learning and the problem of overcoming resultant anxiety-produced behavior must be considered. Dr. Laurita explains how the teaching base should be changed, and how by teaching writing along with reading, reading deficits have a greater chance for amelioration.

LD All G,A

Leedy, Jack J. Poetry the Healer. Philadelphia, PA.: J. B. Lippincott Company, n.d.

This book is a collection of articles by various practitioners, all of whom have found poetry to be a healing tool as part of their program. Chapter nine specifically deals with self-discovery through poetry for teacher and child. Helpful are the numerous examples and techniques used in poetry therapy as a means of articulating and coming to terms with the human condition, through healing and/or prevention.

EE Gr. K-12 G

Leedy, Jack J. ed. Poetry Therapy: The Use of Poetry in the Treatment of Emotional Disorders. Philadelphia, PA.: J. B. Lippincott Company, 1969.

Poetry therapy is a newcomer to adjunctive programs. It has interesting potentials in treating emotional disorders. Twenty-four contributors write on the range of possibilities for the therapeutic use of poetry in different settings such as clinics, hospitals, and schools. They discuss its use with different populations, and offer both group and individual therapy procedures. Bibliographies appear at the end of most chapters referencing other publications that can be used in poetry therapy planning. A list of suitable poems is included at the end of the book. While only three chapters deal directly with young people, the material presented throughout is adaptable to the needs of skilled professionals responsible for therapeutic intervention with populations of any age or functional level.

ED,BD,MR Gr. 6-8 A

Lindeman, Barbara and Kling, M. "Bibliography: Definitions, Uses and Studies." Journal of School Psychology, 7:36-41, 1968-69.

Discussion of how reading can be used in aiding personality adjustment. Article explains applicability to retarded, gifted, and average students. Studies of effectiveness, aids in selection and discussion articles are included in references.

BD,ED,MR,G&T Gr. K-12 C,A

Malkiewicz, Joseph E. "Stories Can Be Springboards." Instructor, 79, April 1970. pp. 133-34.

A brief description of an application of bibliotherapeutic techniques successfully used in a fifth grade class. Nine books are also annotated.

ADP Gr. 5 G

Moody, Mildren T. and Limper, Hilda K. Bibliotherapy: Methods and Materials. Chicago, IL.: American Library Association, 1971.

The first part of this publication relates to the role of bibliotherapy in the hospital setting. The second part consists of nine annotated lists of books helpful to children and adolescents with various physical, emotional, and behavioral problems. Topics such as parent-child-siblings-peer relationship problems, value of education and the dropout, sex education and self discovery are discussed. Each book is listed by theme, length, intended audience, reading and interest level and content matter. (ECEA modified)

PH,ED | All | B,G

Morgan, Sharon R. "Bibliotherapy: A Broader Concept." Journal of Clinical Child Psychology, 5(2):39-42, 1976.

A concept of bibliotherapy is presented which encompasses its preventative potential as well as its therapeutic value. Emphasis is on the interactive process and its relationship to factors which could compound or provoke academic failure or emotional disturbance in school children. Book selections are discussed in terms of fear induction, effect on children's self-esteem and motivation, and therapeutic intent of books written about specific problems. The importance of follow-up discussion under the leadership of a teacher is emphasized. (NCMHI abstract)

EE | All | G,A

Nassau County Board of Cooperative Educational Services. Bibliotherapy: An Annotated Bibliography Dealing With Physical and Self-Image. Jericho, NY: Nassau County Board of Cooperative Educational Services, 1971.

The annotated bibliography lists fiction and non-fiction books dealing with various handicaps or physical problems. A code identifies the handicaps and grade level intended. The purpose of the bibliography is to provide a source list of books which can help handicapped children improve their self image and help non-handicapped children better accept their handicapped peers. (ECEA modified)

AH,VH,PH,CTI | All | B,G

Nickerson, Eileen T. "Bibliotherapy: A Therapeutic Medium for Helping Children." Psychotherapy: Theory, Research and Practice, 12(3): 258-61, Fall 1975.

This article deals with specific applications and modifications of the techniques of bibliotherapy adaptable to the school setting. These techniques incorporate reading, role-playing and story-writing as therapeutic intervention procedures. The benefits of such a program are involvement, identification, catharsis and insight. Cautionary advice is given as to the use of bibliotherapy in an educational setting. Thirty-one references are listed.

ED,BD,SM | 5-14 yrs. | G,A

Nuckols, Pat. "Early Education: A Week-by-Week Readiness Program for Preschool and Early Primary Children." Teacher, 90(6):131-35, February 1973.

A four-week readiness program for preschool and early primary children which explores the many ways in which we communicate: Week 1 - development of communication including nonverbal communication, Week 2 - sharing thought through music, poetry, and stories, Week 3 and 4 - studies modes of communication such as telephone, radio, letters, magazines, etc. Communication skills are related to specific areas of science, listening, social studies, reading and math, art, motor, dramatization or music skills. (ECEA modified)

EC,CH PS G

Olson, Henry D. "Bibliotherapy to Help Children Solve Problems." Elementary School Journal, 75(7):422-29, 1975.

A list of books is presented to assist in starting a program of bibliotherapy, which is classified by reading level and by audience appeal as aids to children who have problems. Indexing and categorizing, methods for group and individuals and use with other types of helping relationships are emphasized. The importance of the individual child is stressed. (NCMHI abstract modified)

EE Gr. K-6 G

Patridge, Cyndia, et. al. Bibliotherapy as it Relates to the Student and His Environment. ED126 886 1976.

Reviews the literature regarding possible uses of bibliotherapy in the emotional stabilization of disturbed children. Methodology of bibliotherapy is discussed and numerous resources given. (AAHPER abstract)

ED Gr. 1-12 G,A

Pilon, A. Barbara. "A Pocketful of Poetry." Gifted Child Quarterly, 17(3):169-74, Fall 1973.

Described with examples are eleven books of poetry by or for young children to develop creativity and enjoyment of hearing, reading or creating poems. Sources are given. (ECEA)

G&T,ADP All B,G

Pilon, A. Barbara. "Don't Let the Well Run Dry: Books to Prime Children's Creative Powers." Gifted Child Quarterly, 16(4):293-300, Winter 1972.

Bibliographic information and a brief description is given for eleven books that are recommended to encourage the creative development of children. (ECEA modified)

EC,G&T All G

Pilon, A. Barbara. "Lighting the Candles to Children's Creative Language Powers." Elementary English, 50(4):565-72, April 1973.

Discussed is the use of literature to encourage creative written language in children. Stressed is the need for teachers to be more flexible when stimulating creative responses, to schedule more time for it and to develop their own creative abilities. Books like A Hole is to Dig and A Gaggle of Geese are suggested for nonsense rhymes and odd definitions. (ECEA modified)

EC,G&T All G

Riggs, Corinne W. Bibliotherapy: An Annotated Bibliography. Newark, DE.: International Reading Association, 1968.

This 26 page booklet lists annoations of books, periodicals and unpublished materials relevant to bibliotherapy with a stress on the use of books with children and youth in a school situation.

EE Gr. K-12 G

Roser, Nancy L. and Britt, James. "Writing With Flair." Elementary English, 52(2):180-82,220, February 1975.

This informal 6 week study was conducted to determine the effect of using a variety of activities and felt-tip pens to evoke creative writing with first grade students. Results indicated use of felt-tip pens resulted in more expression, and that the novelty effect of using them did not diminish with repeated exposure. Activities used to motivate such as art experiences, puppetry or drama produced longer stories with more ideas than did motivational demonstrations that did not require student participation. (ECEA modified)

ADP Gr. 1 G

Rowe, Ernest Ras. "Out of the Classroom: Creative Writing and the Gifted Child." Exceptional Children, 34(4):279-82, December 1967.

Techniques for teaching creative writing to the gifted, used in a class of talented sixth graders, are described. Approaches and motivational devices considered include the use of philosophical questions, the use of poetry and literature, the development of sensory awareness, and importance of humor. The evaluation of creative efforts is also discussed. (ECEA)

G&T Gr. 6 G

Rubin, Dorothy. "Bibliotherapy: Reading Towards Mental Health." Children's House, 9(1):6-9, Fall 1976.

Discusses what bibliotherapy is and how it helps children better cope with their emotions and problems. Bibliotherapy techniques for the teacher are presented, with a listing of good books. (AAHPER abstract)
ED,BD,ADP Gr. 3-12 G,A

Schloss, Gilbert A. Psychopoetry. New York, NY: Grosset and Dunlap, 1976.

The value of poetry as an ancillary therapy is not confined to formal groups or classes but also occurs when the written work is made available to others. Psychopoetry is seen as a vehicle of self-expression and exploration. The author presents an overview, case histories, poems and finally a survey of poetry therapy. This useful and relatively new expressive tool can be adapted to the needs of the exceptional child. A bibliography is included.
EE All G

Schubert, Delwyn G. "The Role of Bibliotherapy in Reading Instruction." Exceptional Children, 41(7):497-99, 1975.

The role of bibliotherapy in reading instruction for the treatment of personality problems is outlined. Bibliotherapy, involving identification, catharsis, and insight, is described as it is used in the classroom and outside. Individual cases are presented. A bibliography of bibliotherapy literature is listed. (NCMHI abstract)
ED,BD,SM,PH Gr. 3-12 G

Schulkind, Carole and Baskin, Barbara. "Impaled on a Wild Entanglement of Lace: Poetics for the Young Gifted Child." Elementary English, 50(8):1209-14, November-December 1973.

Poetics, the study of active components of poetry, was the focus of a project for fourteen gifted students in grades 4, 5 and 6. The program involved sensory training, field trips and group writing resulting in a hard-cover poetry book "Around Me". Blindfolded students listened to their peers, concentrated on internal noises and inner voices, learned to expand visual ability, examined touch by falling and feeling, and experimented with taste. Story telling games, and informal poetry reading preceded a trip to an arboretum which was the motivational experience for subsequent writing. Examples of writing are included. (ECEA modified)
G&T Gr. 4-6 G

Spiess, Jo Ann. "Literature and Hidden Handicaps." Language Arts, 53(4):435-37, April 1976.

Discusses the use of children's literature in helping youngsters with emotional and learning problems. (AAHPER abstract)

LD,ED,ADP | Gr. 3-12 | G,A

Stewig, John. Read to Write: Using Children's Literature as a Springboard to Writing. New York, NY: Hawthorne Books, Inc., 1975.

A sequence of writing experiences. Using literature as motivation, guidelines are provided on how to challenge the student. Of special interest are chapters dealing with storytelling, characterization, conflict and creative poetry. This is helpful resource for stimulating self-expression for ego development of the exceptional child.

ADP | Gr. 1-8 | B,G

Timberg, Eleanor Ernst,Comp. and Gorham, Kathryn Aring,Comp. Selected Reading Suggestions for Parents of Mentally Retarded Children. Washington, D.C.: Social and Rehabilitation Service (DHEW). Children's Bureau. 1967.

An annotated bibliography for parents of the retarded includes the more easily available and recent books and pamphlets to be found in local libraries. The areas covered are: associated handicapping conditions; personal accounts by parents and others; management of the retarded child at home; music, art, and recreation; education and training; teenagers to young adult growth and development; guardianship; directories; periodicals; and other sources of assistance. (ECEA modified)

MR | All | B,G

White-Prince, Jacquelyn. "Teaching Poetry to EMH (Educable Mentally Handicapped) Students." Illinois Schools Journal, 47(4):268-70, Winter 1967.

An experimental program to teach poetry to educable mentally handicapped students was begun with filmstrips and exerpts from fairy tales and children's classics. The poetry described concrete objects that the children could understand,and mood or descriptive poems that could be dramatized. Imagery in poetry was related to music and painting. The program attempted to improve the students' reading abilities and self images. (ECEA modified)

EE,ADP,EMR | JH | G

Zaccaria, Joseph S. and Moses, Harold. Facilitating Human Development Through Reading: The Use of Bibliotherapy in Teaching and Counseling. Champaign, IL.: Stipes, 1968

This book integrates philosophy, principles and practices of bibliotherapy as well as a survey of some of the literature. There is an extensive bibliography which is annotated. The listings are divided according to functional taxonomy of problems and situations.

MD,AS,EC All G,A

GENERAL SOURCES

Arts Related Developmental Sequences,
Multi-Disciplinary Approaches to Self-Expression,
Exceptional Education Curriculum Incorporating the Arts.

A Guide to Physical Education for the Mentally Retarded Using Persisting Life Situations No. 5 and 10. Sheboygan County School for Special Education, Sheboygan Falls, Wisconsin. Sponsoring Agency: Wisconsin State Department of Public Instruction, Madison, Division for Handicapped Children; Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. 1970.

This guide provides a two phase program. Phase I involved a six-week summer program during which physical education teachers could work with TMR and EMR children (58) with the intention to develop curriculum guidelines and to improve skills and the level of functioning of the children who participated. Phase II consisted of a multi-year program of physical education for TMR and EMR utilizing the results of Phase I. Terms are defined and behavioral objectives, activities and resource materials are charted. Also given are a program calendar, evaluation form, and references to scales and testing instruments. The final expanded curriculum guide can be related to learning to: keep healthy, live safely, use leisure time wisely. Bibliography included.

TMR,EMR Gr. K-8 G

Ahlstrom, Eleanor and others. A Curriculum Instruction Guide for Orthopedically Handicapped Children. Seattle, WA.: Seattle Public Schools. 1968.

A curriculum guide for teachers of the physically handicapped with adaptations for instruction for those following a regular course of study for normal intelligence at all levels, and for those following the educable mentally retarded course of study from primary to prevocational. Language, arts, mathematics, science, social studies, music, and physical education are basic to the curriculum levels. (ECEA modified)

EE,PH,EMR All G

Alaska Head Start Special Services Project. Homemade Developmental Toys and Activities. Anchorage, AK.: Alaska Easter Seal Society for Crippled Children and Adults, n.d.

Directions and suggestions for making toys which may be used in over 100 games and activities listed. Age appropriateness and a glossary help teacher or parent choose appropriate activity for each age and developmental level.

ADP PS B,G

Alaska Head Start Special Services Project. Idea Sheets for Language Development. Anchorage, AK.: Alaska Easter Seal Society for Crippled Children and Adults, n.d.

Booklet gives auditory, visual and tactile activities to enhance language development, with application to hearing impaired as well as normal pre-school children.

ADP,AH,EC PS B

Alexander Graham Bell Association for the Deaf, Inc. Cultural Activities for the Deaf. Washington, D.C.: Alexander Graham Bell Association for the Deaf, 1967.

Cultural activities for the deaf are described and discussed in seven conference papers. Two papers by P. R. Wisher of Gallaudet College treat the role of physical education and athletics for the deaf in a hearing world and psychological contributions of dance to the adjustment of the deaf. Also included are three papers from Poland. H. Burno-Nowakowska, Forms and Methods of Raising the Culture and Shaping of Personality of the Deaf and Their Contacts with the Hearing, reports on the use of leisure time by the deaf; B. Gluszczak, In Exist from the Circle of Silence, describes a pantomime theater of the deaf; and M. Krysztalowska offers remarks on purpose and organization of education through art in schools for deaf children. In Artistic Activities of the Deaf, N. A. Klykova describes the Moscow Theater Studio of Mimicry and Gesture for the Deaf; and S. Bjorndal considers the role of the visual arts, including film, in How Can One Develop the Esthetic Experiences of the Deaf Child? (AAHPER abstract)

AH All G

Amary, Issam. Creative Recreation for the Mentally Retarded. Springfield, IL.: Charles C. Thomas, Publisher, 1975.

Designed primarily for recreation therapists and aides working with MH, the manual provides a rationale for recreation programs for the MH, guidelines for organizing a recreational program and descriptions of activities and games. Procedural guidelines, discipline, preparation for special activities are offered. Detailed information on equipment, area required, participants and procedures. (ECEA modified)

MH All G

American Alliance for Health, Physical Education, and Recreation. The Best of Challenges. Washington, D.C.: The Alliance, 1971.

Compilation of best articles of Challenge, 1965-1970, newsletter of AAHPER. It deals with all aspects of physical education and recreation programs for mentally retarded persons. Designed for use in public schools and

recreational facilities, both day-care and institutional, it includes all of the arts areas as well as motor development and sports activities.
MR All B,G

American Alliance for Health, Physical Education, and Recreation. The Best of Challenge Volume II. Washington, D.C.: The Alliance, 1974.

Compilation of articles from Challenge, September 1970-May 1973. It deals with all aspects of physical education, recreation, and related areas for all handicapping conditions with special emphasis on dealing with mentally retarded participants.
EE All B,G

American Alliance on Health, Physical Education and Recreation. Materials on Creative Arts for Persons With Handicapping Conditions. Washington, D.C.: American Alliance for Health, Physical Education and Recreation, Rev. 1977.

This valuable guide provides resources for anyone who includes art, crafts, dance, drama, and music in programs for persons with various handicapping conditions. The resource areas include: annotations on articles, books, curriculum guides and films, with an easy to use index of all the printed references. Names and addresses of resource people and helping organizations are listed, as well as where to purchase equipment and supplies.
EE All G

American Alliance for Health, Physical Education, and Recreation. Physical Education and Recreation for Impaired, Disabled and Handicapped Individuals...Past, Present and Future. Washington, D.C.: AAHPER Publications, 1977.

An important resource and reference book for professionals involved with programming to meet exceptional education and recreation needs of children and adults. Although the role of creative arts is not extensively dealt with, much of the material covers perceptual-motor functioning, sensory awareness skill development, and movement activities which are adaptable to the needs of teacher/therapists working the "The Arts" disciplines. Project reports, professional preparation, descriptions of handicapping conditions, suggested activities, related program areas, and organization/ administration/implementation of programs are some of the categories covered. A comprehensive bibliography, listings of organizations and related project sites are included. It is recommended for inclusion in exceptional education libraries.
EE All B,G,A

Anderson, Robert M. ed. and others. Instructional Resources for Teachers of the Culturally Disadvantaged and Exceptional. Springfield, IL.: Charles C. Thomas, Publisher, 1969.

This book is a compilation of instructional resources available in 1969 to educators responsible for the educational planning for culturally disadvantaged and exceptional individuals. It does not include materials specifically recommended for gifted children. The listings emphasize remedial and adapted instructional material. All curriculum areas are covered including art, music, crafts and motor learning. Key shows type of material, age and grade level.

EE | All | B,G

Arena, John I. ed. Teaching Through Sensory-Motor Experiences. Belmont, CA.: Academic Therapy Publications in Association with Fearon Publishers/Lear Siegler, Inc., 1969.

This publication contains thirteen articles by professionals in the field of learning disabilities. It details not only sensory-motor sequencing but perceptual and cognitive skills as well. Each author deals with specific skills such as: eye-hand coordination, tactile-kinetic processing, spatial relationships, counting sequences, etc. Definitions of skills, teaching techniques, and suggested activities make it a useful resource for teachers of exceptional children. References and/or resource materials are listed after each chapter.

LD,ADP | Gr. K-6 | G

Arena, John I. ed. and others. Teaching Educationally Handicapped Children. San Rafael, CA.: Academic Therapy Publications, De Witt Reading Clinic, Inc., 1967.

A compilation of twenty-two papers dealing with methods to teach children with normal intelligence who have learning, perceptual, and/or behavioral disorders due to minimal brain damage. Some of the academic areas are: correction of left-to-right reversals, art, the use of color in reading, music, creativity in arithmetic, and behavioral modification and learning. (ECEA modified)

EE,LD,MBD,NH,PI,PMS | All | G

Arin Intermediate Unit #28. Let's Go to the Circus. Indiana, PA. Arin Intermediate Unit #28. Sponsoring Agency: Office of Education (DHEW). Washington, D.C. 1973.

The teaching guide for a circus unit to be used with handicapped children 4 to 8 years of age, contains lists of instructional materials and lesson plans for 9 days. The unit described is said to increase motor, academic,

and perceptual skills of mentally, physically, emotionally and/or socially handicapped children. Objectives are based on three ability levels. Provided are an evaluation form, instructions, commercial sources and lesson plans. (ECEA modified)

EE 4-8 yrs. G

Arizona Children's Colony. Curriculum Guide: Anne C. Dew School, Arizona Children's Colony Mental Retardation Center. Coolidge Arizona. Randolph, Arizona: Education and Training Department, Arizona Children's Colony Mental Retardation Center. 1967.

A curriculum guide for preschool, primary and intermediate trainable, primary and intermediate educable, institutional training, prevocational, acoustically handicapped, work experience, arts and crafts, sewing and homemaking, physical education and recreation, industrial arts, and adult education. It also includes a description of classroom procedure and discipline. (ECEA modified)

EE,TMR,EMR Gr. 1-6 G

Bailey, Carol D and others. A Curriculum Guide for Teaching the Educable Mentally Retarded: Elementary - Junior High - High School. Oak Ridge, TN.: Oak Ridge Schools, April 1969.

A curriculum guide that suggests a complete range of activities from academics to life skills, with procedures for integration into regular classrooms to a work-study program, and materials for teaching art to homemaking to educable mentally retarded at all educational levels. (ECEA modified)

EMR All G

Banik, Sambhu N. and Mendelson, Martin A. "A Comprehensive Program for Multi-Handicapped, Mentally Retarded Children." Journal of Special Educators of the Mentally Retarded, 2(1):44-49, Fall 1974.

Described is a hospital program for approximately 40 multiply handicapped and retarded children ages 1 to 12 years. Discussed are such program components as music activities, individual work with volunteer students, and a consistent operant conditioning approach. (ECEA modified)

MH 1-12 yrs. G,A

Barsch, Ray H. Achieving Perceptual Motor Efficiency. (A space-oriented approach to learning) Volume 1. Seattle, WA.: Special Child Publications, 1967.

A curriculum model to enrich and improve child development. Emphasis is on children with learning problems. This material is designed for use in the home, classroom or clinic. Practical guidelines to help children achieve their highest possible level of perceptual-motor integration. The relationship between physical movement and cognitive proficiency is emphasized.
LD All B,G,A

Barsch, Ray H. Enriching Perception and Cognition. (Techniques for Teachers) Volume II. Seattle, WA.: Special Child Publications, 1969.

Techniques for teachers, clinicians and parents to use in meeting special learning needs are presented in sequential perceptual activities. These activities progress from simple to complex. The book is illustrated with photographs of children demonstrating lesson plans. Detailed activities in perceptual and movement training can be used by parents to enhance the child's formal learning. Clinical sequences for ameliorating perceptual and movement disorders are discussed.
LD All B,G,A

Bebb, Benevere and others. Instruction Guide for Teachers of the Neurologically Impaired. Seattle, WA.: Seattle Public Schools, 1968.

An instructional guide for teachers of the neurologically impaired at both the primary and intermediate levels. Daily schedules include such areas as: language arts, mathematics, social studies, science, health and safety, music, and physical education. (ECEA modified)
EE.LD.NH Gr. 1-6 G

Behrmann, Polly. Activities for Developing Auditory Perception. San Rafael, CA.: Academic Therapy Publications, 1975.

A guide, which is a multi-sensory, multifaceted exercise manual of auditory perception development, is geared for children K through 8 grade. Usable on a one-to-one or group situation, all exercises require minimum materials and are of short duration. They are designed to help the exceptional child, as well as to provide beneficial activities which are fun for the student. Sections include topics such as auditory discrimination, figure-ground, blending, sequence following directions and others. Easy to follow, relevant for the exceptional educator.
EE Gr. K-8 G

Betts, Carl E and others. Classroom Approach to Language Development for Mentally Retarded Children. Trainable and Primary Level. Iowa City, IA.: Iowa University. Iowa City. Speech and Hearing Staff of State Services for Crippled Children. Sponsoring Agency: Health, Services and Mental Health Administration (DHEW). Rockville, MD. Maternal and Child Health Service. 1973.

A language development guide for classroom instruction with trainable and primary level educable mentally handicapped children that stresses incorporation of language activities into all the curriculum area. Lesson plans are organized by related subject areas, activities, advance preparation and resource materials, and blackboard, bulletin board, and experience chart suggestions. The appendix gives appropriate songs, stories, poems, fingerplays, and directions to simple crafts. This author has written a guide for the intermediate level as well, with the same format. (ECEA modified)

EE,EMR,TMR,CH All G

Blatchford, Claire H. "Hearing in Deafness." Volta Review, 76(4):208-12, April 1974.

A profoundly deaf young mother describes her thoughts and feelings about deafness in general and her own deafness at 6 years of age as a result of mumps. Discussed are childhood experiences, roles of teachers and parents, enjoyment of both external and inner music, attitudes of the hearing toward the deaf, and ways of hearing such as listening with the inner spirit. (ECEA modified)

AH All G

Blos, Joan W. "Rhymes, Songs, Records, and Stories: Language Learning Experiences for Preschool Blind Children." New Outlook for the Blind. 68(7):500-7, September 1974.

Traditional nursery literature (including rhymes, songs, and stories) is recommended for developing the language skills of pre-school children. Selection of material is based on: minimum visual description; maximum direct explicit action; use of role-differentiated characters; and use of refrain to identify characters and to separate story segments. Ways in which these experiences can contribute to emotional-educational growth are indicated. Sources and selection criteria are indicated. (ECEA modified)

VH PS B,G

Bluhm, Donna L. Teaching the Retarded Visually Handicapped: Indeed They are Children. Philadelphia, PA.: W. B. Saunders Company, 1968.

The author designed this book to stimulate the interest of educators in work with retarded blind children, and to be used as a guide for those already involved in this area of education. Parents may also benefit from this special information. Suggestions for teaching academics and the arts are concisely covered. Art-related chapters include: Handwork, Learning Through Music, Self-expression and Creativity, Recreation, Suggested Poetry and Songs. Words and music are included in the last

chapter. General and specific objectives for each program are stated. The techniques and methods presented would be helpful to any child in the early years of learning, not just the visually handicapped even though this curriculum was designed especially for them.

Blumenfeld, Jane and others. A Guide for the Teacher of the Trainable Mentally Handicapped. Sante Fe, New Mexico. New Mexico State Department of Education. Division of Special Education. 1970.

A guide for a TMR program that describes behavioral objectives, activities, and instructional materials at all levels in self-help skills, social skills, perceptual-motor skills, communication skills, functional academic skills, economic usefulness skills, and vocational preparation. At the end of each curriculum area is a list of resource materials. The introductory sections deals with the administration and organization of the programs and the appendixes discuss mainstreaming, parent communication, equipment, and listings of materials relevant to special education. An annotated bibliography for professional libraries and parents is included. (ECEA modified)

EE,TMR All B,G

Braley, William T., Kon[illegible]k, Geraldine, and Leedy, Catherine. Daily Sensorimotor Training Activities: A Handbook for Teachers and Parents of Pre-School Children. Freeport, Long Island, NY: Educational Activities, Inc., 1968.

This comprehensive curriculum is aimed at improving sensorimotor skills. While the daily activity guide can be useful for all pre-school children, it is especially beneficial for those who have not been able to effectively integrate sensori-motor skills. It contains lesson plans for increasing perceptual awareness and motor ability. Included are activities that can easily be done at home. Evaluation criteria for weekly progress checks are provided. A useful developmental book for teachers and parents of pre-school and primary children.

EC,ADP 3-7 yrs. B,G

Buist, Charlotte A. R.N. and Schulman, Jerome L. M.D. Toys and Games for Educationally Handicapped Children. Springfield, IL.: Charles C. Thomas Publisher, 1969.

The publication was prepared for parents of children with educational handicaps to provide a source for recommended toys and games suitable for particular handicaps. Since these toys are not regular curricula materials, they will not be competitive with school activities but instead aid in training school skills in a fun way. Each toy is reviewed under the appropriate intellectual category of visual perception, auditory perception, retention and recall, conceptualization, and expression. They are arranged in ascending order of difficulty and tested for sex preference, general age level of interest for normal children and gives a brief description. Also useful is the toy index and the manufacturer's index.

EE 2-15 yrs. B,G

Burke, Donald A. The Media-Curriculum Specialist in Special Education: Resources Notebook. Report of the Media-Curriculum Institute (East Lansing, Michigan, June 16-20, 1969). Lansing, MI.: Michigan State University, 1969.

A manual designed as a resource notebook for persons interested in the Media Curriculum Resource Specialist concept. Important to the special education teacher is the lengthy section on sources of educational media for speech and language services, suggestions for teacher-made materials, and commercial materials and equipment suitable in such areas as visually and auditorally handicapped, perceptually handicapped, physical education and music. (ECEA modified)

VH,AH,LD | All | G

Bushrod, Alma. The Special Child in School. New York, NY: Carlton Press, Inc., 1972.

A special education teacher describes activities she has found successful in more than 20 years of experience working with handicapped children from first grade to high school. The activities and instructional strategies are grouped as follows: dramatics, math, middle school, talking time, reading, assemblies, varied class activities for 8th grade, physical education, and activities to create interest. (ECEA modified)

EE | All | G

California Department of Health. Talk With Me: Communication With the Multi-Handicapped Deaf. Riverside, NJ: The Library of Special Education, n.d.

Stresses singing with vocabulary-flash cards, sentence drills, games and arts and crafts. Also beneficial to hearing students lacking receptive language abilities.

AH | Gr. K-8 | G

Callihan, Margaret Humphries. Cotton Candy and Carrousels: The World of Special Children. San Antonio, TX.: Naylor Company, 1972.

A teacher recounts a year with 16 EMR children (11 to 17 years of age). Positive support, methodology, repetition, attitude and a flexible schedule are factors contributing to program success. Discussed are various approaches and specific activities, teaching aids, and discussions. (ECEA modified)

EMR | 11-17 yrs. | G

Carter, C. Douglas, ed. The Challenge -- A Program for Gifted Children in the Fourth and Fifth Grades. Cullowhee, NC: Guidance Clinic. Western Carolina College, n.d.

In hopes of improving expression and study skills with the exceptionally talented, a program of language arts was planned that included language expression, committee work, creative writing, and parliamentary procedures. Development of speed reading and comprehension was emphasized. The science program was explained around plant-animal relations and the effects of air and weather. The fine arts of art, music, dramatics and dance were also included. (ECEA modified)

G&T | Gr. 4-5 | G,A

Clifford, Miriam and McKinney, James D. Evaluation of Exemplary Programs for the Educable Retarded: ESEA Title III. Final Report for 1973-74 Budget Period. North Carolina University. Chapel Hill. Frank Porter Graham Center - Chapel Hill - Carrboro Public Schools, NC. Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. July 1974.

Evaluated in a 3-year project were the effects of three different classroom settings on achievement, self-concept and classroom behavior of 30-38 EMR children 8 to 13 years old. Open classrooms promoted more peer interaction while self-contained setting elicited more attention and teacher attending behavior. Associated with academic success were attention, independence, task-oriented peer interaction sociodrama, role playing and the use of media programs. (ECEA modified)

EMR | 8-13 yrs. | A

Contrucci, Victor, et. al. Basic Life Functions Instructional Program Model: Curriculum Guide for Children With Exceptional Educational Needs. Madison, WI.: Wisconsin State Department of Public Instruction, 1975. Sponsoring Agency: DHEW, Washington, D.C.

Described are the Basic Life Functions model and organization of a Title VI-13 Wisconsin project which has involved identification of needs of mentally retarded and developmentally disabled children, and development of curriculum materials and evaluation. Model components are discussed. Organization is said to comprise five phases. (ECEA modified)

MR | All | G

Cook, Iva Dean, comp. Annotated Bibliography of Special Education Instructional Materials. West Virginia College of Graduate Studies Institute. Sponsoring Agency: West Virginia State Commission on Mental Retardation. September 1974.

The annotated bibliography lists approximately 900 commercially prepared materials available for statewide distribution from West Virginia College of Graduate Studies Special Education Instructional Materials Center (WEIMC) for use in teaching EMR and TMR students. Materials are grouped under subject matter categories, such as art, industrial arts, music, phonics, and science; and under format classifications such as curriculum guides, filmstrips and teaching machine programs. (ECEA modified)

EMR,TMR All G

Council for Exceptional Children. Gifted Children and the Arts and Humanities: A Selective Bibliography. Exceptional Child Bibliography Series No. 661. Reston, VA.: Council for Exceptional Children. Sponsoring Agency: National Institute of Education (DHEW) Washington, D.C. n.d.

The annotated bibliography on gifted children and the arts and humanities contains approximately 200 abstracts and associated referencing material for documents published from 1957 to 1974. References included treat aspects such as creative thinking, creative expression, curriculum, instructional materials, teaching methods, language arts, music, social studies, films and photography. (ECEA modified)

G&T All G

Cratty, Bryant J. Developmental Sequences of Perceptual-Motor Tasks for Neurologically Handicapped and Retarded Children. Freeport, Long Island: Educational Activities, 1967.

Motor education giving levels of difficulty are outlined in this paperback. Body image, drawing and writing, balance, gross motor ability, physical activities, throwing balls, and teacher guidelines are some of the major topics presented in sequences. The activities are applicable to the atypical child.

MH,MR Gr. K-8 G

Cratty, Bryant J. Psycho-Motor Behavior in Education and Sport (Selected Papers). Springfield, IL.: Charles C. Thomas, Publishers, 1974.

Contained within this monograph are a collection of reports, papers and summaries of research carried out between 1970 to 1973 by the author in the area of psycho-motor behavior. The four major sections are Intelligence and Physical Education; Movement Abilities in Early Childhood; Modifying Movement Attributes; and Psychological Considerations of the Athlete. Although this book is advanced, much can be gleaned from it for application to the needs of the exceptional child. There is an annotated bibliography at the end, as well as a list of references after each chapter.

EE All A

Croft, Doreen J. and Hess, Robert D. An Activities Handbook for Teachers of Young Children. 2nd ed. Boston, MA.: Houghton Mifflin Company, 1975.

The authors offer clearly defined activities for early childhood education. Language development, science and pre-math experiences, cooking and exploring the arts are outlined for easy duplication. Excellent annotated bibliography of resources included at the end of each chapter. A total involvement of the senses approach to learning that stimulates creativity through experimentation and self-expression.

EC 3-5 yrs. B,G

D'Asto, Michael, ed. Art Integration: A Teaching Program for the Mentally Retarded. Special Education Curriculum Development Center, Iowa State Department of Public Instruction and University of Iowa. Cedar Rapids, IA.: Joint County System of Cedar, Johnson, Linn and Washington Counties, 1969.

This is an in-service training program for teachers of mentally retarded in which art is used as an expressive tool to assist in teaching other subject areas. Part I includes resource material, vocabulary, level of instruction, some appropriate core areas and tips to teachers together with well-organized lesson plans. Part II - Basics and Normal; Part III - Media and Suggestions; Part IV - Appendices which includes bibliography, materials list and suppliers list. Art integration employs eyes and hands, and all tools available to facilitate learning.

MR Gr. K-8 B,G

Davis, Patricia A. Methods and Aids for Teaching the Mentally Retarded. Minneapolis, MN.: T. S. Dennison and Company, Inc., 1970.

The book of practical suggestions intended to be used by both teachers and parents of the mentally retarded. Topics covered include communicative skills, number concepts, science, health, physical education, music, arts and crafts, and social studies and adjustment. (ECEA modified)

EE, EMR All B,G

Dewey, Margaret A. Recreation for Autistic and Emotionally Disturbed Children. Washington, D.C.: U. S. Government Printing Office, 1973.

A pamphlet discusses recreation for children with autistic behavior. Covers: toys, collections, music, travel, arts and crafts, playground equipment, dramatics, dance, games, sports and outdoor activities, and other specialized interests and practices. Includes recommendations which capitalize upon existing behaviors and interests. (AAHPER abstract modified)

AUT, ED All B

Eissler, Ruth S and others. The Psychoanalytic Study of the Child. Volume XXIV. New York, NY: International Press, Inc., 1969.

The contents herein are individual papers which focus primarily on aspects of the normal and pathological development of the child. Some of the topics include artistic creativity, verbal communication, ego development and various clinical contributions. Although advanced, some of the material is relevant to the theoretical realm of exceptional education.

EE | All | A

Ek, Violet and others. Instruction Guide for Teachers of Primary Pre-Adjustment Classes -- Ages 5-9. Seattle, WA.: Seattle Public Schools, 1968.

This curriculum is based on what a normal 3 to 5-year-old would be taught, including language development, handwriting, numbers, music, arts and crafts, health and safety, physical education, and citizenship. A section is devoted to the reporting to and counseling of parents. Films and a supplementary supply catalog is provided. (ECEA modified)

EE,EMR | 5-9 yrs. | G

Engel, Rose C. Language Motivating Experiences for Young Children. Van Nuys, CA.: Don Figge Associates, 1968.

This language guide for young children discusses and charts language development and commonalities for all children. A multitude of experiences are presented which include art, cooking, daily living, drama, motor, music, science, sensory, stories, trips and water play. Aids to program planning, techniques, resource material, are helpful. Valuable to the educator of young children are an evaluation form and list of developmental progress from infancy through five years.

EC | PS | G

Exceptional Child Education Abstracts. Reston, VA.: The Council for Exceptional Children. Volume 1, No. 1 April 1969 through Volume 7, No. 4, Winter 1976.

Published four times a year, it contains abstracts stored on the computer file of the CEC Information Center. This valuable resource meets the demands for information concerning handicapped and gifted children. Abstracts are either informative or descriptive. Completely indexed by author, title and subject.

EE,G&T | All | B,G,A

Friedlander, B. Z., Sterritt, G. M. and Kirk, G. E. Exceptional Infant 3 - Assessment and Intervention. New York, NY: Brunner/Mazel, 1968.

A comprehensive and useful volume which focuses on new procedures and programs for assessment and intervention with developmentally disabled and disadvantaged children, with emphasis on specific examples and guidelines. Sections cover: the developmentally disabled child, the disadvantaged child, assessment of development and screening: a state of the art survey.

EE | All | A

Friedman, Helen. Innovations in Educating Emotionally Disturbed Children and Youth. Proceedings of the Fourth Annual Conference of ANYSEED. Hawthorne, NY: Association of New York State Educators of the Emotionally Disturbed. April 18-20, 1969.

A collection of fourteen papers presenting new ideas and methodology for teaching emotionally disturbed children and youth covering such topics as: violence, fear and failure in the inner city school; the psychodynamics versus the behaviorist approach to an emotionally disturbed child in the classroom; and the special education program in a high school. Two of the papers discussed new trends in the use of music and poetry as therapy. (ECEA modified)

EE,ED | All | G

Gallagher, Patricia A. "Procedures for Developing Creativity in Emotionally Disturbed Children." Focus on Exceptional Children, 4(6):1-9, November 1972.

Reported and evaluated were three studies which provided planned activities to encourage creativity and divergent thinking in emotionally disturbed children. Both primary and intermediate aged children showed significant improvement in test scores after the art lesson procedures. Also, significant improvement in test performance was demonstrated after 22 creative writing lessons. The third study showed positive effects of 28 planned lessons in drama, writing and art. (ECEA modified)

ED | Gr. K-6 | A

Garton, Malinda Dean. Teaching the Educable Mentally Retarded: Practical Methods. Springfield, IL.: Charles C. Thomas Publisher, 1970. 2nd ed., Fifth Printing.

Deals with problems directly related to teaching the EMR, giving information, suggestions, examples, and methods of teaching from pre-readiness stage to the pre-vocational age. Described are characteristics, objectives in education, curriculum, suggestions and methodology. The practical plans will help the retarded child transpose and use the material to every day living. Sections focusing on music, arts and crafts, audio-visual and other sensory training are especially valuable. Each chapter is followed by its own bibliography.

EMR | Gr. K-12 | B,G

Gelvin, Miriam P. "Arts Experiences in Early Childhood Education: Developing Perceptual Awareness Through a Related Arts Approach." Music Educators Journal, 60(7):26-31, March 1974.

Guided exploration and creative experiences in the arts can develop the perceptual awareness of children in early childhood education programs. By deciding on a working definition of each of the arts, identifying the structural elements, and understanding each forms use of time and space, children are trained in making aesthetic judgments. The following units might be included in an integrated arts curriculum: exploring media, time and space, pattern and rhythm, line, color and density. (ECEA modified)

EC PS A

Ginglend, David R. ed. The Expressive Arts for the Mentally Retarded. Arlington, TX.: National Association for Retarded Children, 1967.

Selected articles to stimulate thinking about the role of expressive arts in educating and training the mentally retarded, and in broadening their interests and activities during leisure time. Areas included: art, arts and crafts, communication and language, dance, dramatics, and music. (AAHPER abstract)

TMR,EMR All G

Gitter, Lena. "The Unbroken Circuit Between Home and School." Special Children, 1(1):50-54, Spring 1974.

A Montessori teacher suggests ways parents of retarded or otherwise handicapped children can coordinate the home environment with the special class and list 26 ways parents can help the special class program. Home recommendations include color-coding and maintaining uncluttered rooms. Parents are encouraged to help the class by such activities as accompanying children on trips, making and repairing Montessori equipment and assisting in art or music lessons. (ECEA)

MR,MH All B

Gorder, Genevieve and others. Instruction Guide for Teachers of the Blind. Seattle, WA.: Seattle Public Schools, 1968.

An instructional guide for the teachers of the blind at all levels. The outlined areas include language arts, mathematics, social studies, science, music, physical education, typing, and foreign language. Information on counseling contact teachers for the junior and senior high levels, as well as a vocabulary of terms relating to the eye are given. (ECEA modified)

VH All G

Gregg, Elizabeth M. and others. What to Do When There's Nothing to Do. New York, NY: Delacorte Press (Seymour Lawrence Book), 1968.

A collection of creative play ideas for the preschool child, offering over 600 play ideas. They involve little or no cost, using items already at hand in every household, such as milk cartons, macaroni, spools, pots and pans. Included is craft ideas, dramatical play and music activities. (AAHPER abstract)

EC,ADP PS B,G

Hadary, Doris E. Ph.D. and Cohen, Susan Hadary. Mainstreaming Laboratory Science and Art. A Sourcebook for Educators of Children With Special Needs, With Adaptations for the Blind and Deaf. Baltimore, MD.: University Park Press, Summer 1978.

This series of successfully tested lessons in laboratory science for grades K-6 will aid teachers in mainstreamed classrooms where there are deaf, blind, and emotionally disturbed children of normal intelligence. Art lessons reinforce the science material, and the program is based on the standard elementary school science curricula.

AH,VH,BD Gr. K-6 G

Hecht, Conrad G. ed. and Hunt, Kenneth P. ed. School Programs and Materials for Emotionally Disturbed Children and Youth. Proceedings of the Third Annual Conference of ANYSEED. (New York, New York May 24-25, 1968). Hawthorne, NY: Association of New York State Educators of the Emotionally Disturbed, 1968.

Nineteen papers discuss school programs and describe materials and techniques to use in the education of emotionally disturbed children at the elementary and secondary levels. Some of the topics covered are: grouping, teacher attitudes, communication with parents, and physical education and art therapy for emotional release. Many special techniques are discussed including the use of Haiku poetry, camping, and how to create interest in a reading room. (ECEA modified)

ED All G,A

Hendricks, Gay and Roberts, Thomas B. The Second Centering Book. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1977.

This expanded version of awareness activities for children, parents and teachers is based on the concept that centeredness of mind and body expands into verbal and non-verbal areas of functioning and can be liberating, interesting,and a great deal of fun. Activities are given in various categories listing age range, objective, instructions, materials and possible discussion to enable easy incorporation into an educational curriculum. Professionals and parents alike will find value in potential application

of the suggestions to integration with science, math, English and physical education lessons. Those in exceptional education may find this book a real asset in fostering sensory awareness, social development, self-esteem and physical well-being of children with special needs. Very extensive bibliography of 96 pages.

ADP | All | G,B

Hopkins, Lee Bennett and Shapiro, Annette Frank. Creative Activities for the Gifted Child. Belmont, CA.: Fearon Publishers, 1969.

This compact book offers 48 pages of over 100 enrichment ideas to stimulate individual investigation and production by the gifted and talented child. The activities encompass all fields and are designed to encourage and motivate the student to discover, inquire, create and lead. Broken down into four sections: In the Classroom; In the School; In the Community and Ambassadors-at-Large, job assignments are listed for each environment. Examples of work titles are: The Art Collator, Class Curator, Classroom Publishers, Flannel Board Artist, Music Maker, Poet Laureate, Art Manager, Costume Designers, Musicologists, Program Producer, and many others. A short paragraph suggests the duties for each position.

G&T | Gr. 3-8 | G

How to Fill Your Toy Shelves Without Emptying Your Pocketbook. Division of Special Projects. Austin, TX.: Southwest Educational Developmental Laboratory, n.d.

Manual of detailed information on how to make inexpensive instructional materials for the preschool, handicapped child. Also included are instructions for conducting a parent-teacher materials workshop.

EE | PS | B,G

Howard, Roy. Instruction Guide for Teachers of Elementary Adjustment Classes. Seattle, WA.: Seattle Public Schools, 1968.

An instructional guide for teachers of the educable mentally handicapped child. Language arts, mathematics, social studies, science and health, arts and crafts, music, and physical education are outlined. Suggestions for using films and filmstrips and a supplementary supply catalog are given. (ECEA modified)

EMR | Gr. 1-6 | G

Humphrey, James H. Teaching Elementary School Science Through Motor Learning. Springfield, IL.: Charles C. Thomas, Publisher, 1975.

This textbook relates motor learning to the teaching of science. It contains both theoretical concepts and instructional strategies. A technique for combining reading with science is detailed, including examples of games, rhythms and stunts. Teacher guidelines for using science motor activity stories are given. The last three chapters present over 50 motor activities. These are related to science concepts, such as the universe and earth, conditions of life, and chemical and physical changes. In one chapter, characteristics of the slow learner are described as well as ways to develop his science concepts through motor activity. (ECEA modified)

MR,LD,SL All G

Incerto, Richard and others. "Aesthetics in Special Education." Journal of Education, 152(2):66-75, December 1969.

Aesthetics in special education is discussed by several authors as it relates to special programs, special groups, an affective climate for mentally retarded children, compensatory education, the reluctant reader, and the elderly. Attention is given to educational objectives, self-concept, expression through dance, &the arts to name a few. (ECEA modified)

MH All G

Iriarte, Arthur U. ed. Curriculum and Methods for the Mentally Handicapped. New York, NY: MSS Information Corporation, 1972.

The test contains 25 author contributed papers on curriculum and instructional methods for the mentally retarded including areas of language development, handwriting, mathematics, reading, art and music. Of interest to teacher educators is the variety of interest areas covered. Curriculum, materials, methods and evaluation are considered by different authors, as well as the role of the special educator as habilitator. (ECEA modified)

MR All G,A

Jacobson, Ilse. Steps to Learning: A Curriculum Guide for Early Childhood Education. Johnstown, PA.: Mafex Associates, 1970.

The curriculum guide for early childhood which emphasizes the nonacademic concepts of socialization, language development, school adjustment, and independence. Also presented is the organization and activities of a preschool program designed by the author. The use of free play and programs in readiness activities, music activities, plus arts and crafts are described with specific exercises and materials. A case study with photographs and diagrams illustrate the specific activities suggested. (ECEA modified)

EC PS G

Johnson, Dorothy H. and others. Special Education Music and Dance: An ESEA Title III Project Evaluation. Shoreline School District 412, Seattle, WA.: September 1970. Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE). Washington, D.C.

Reported are the evaluation results on the 1969-70 segment of an ESEA Title III project. The program provides music and dance lessons for special education classes from primary through high school levels, and includes psychomotor, cognitive and affective objectives. Methods, analysis of data, and evaluative comment and opinions are given. (ECEA modified)

EE Gr. K-12 G,A

Joiner, Lee M. and others. Mentally Retarded Trainable Children and Educable Pupils. Final Report. Elmhurst, N.Y. Teaching and Learning Research Corp. Sponsoring Agency: New York City Board of Education, New York, NY, 1972.

Evaluated was a New York City summer enrichment program for the mentally handicapped, elementary and secondary levels. Objectives of the program were measured improvement in the development areas of social and emotional, physical and cognitive, and hobby skills. The program involved experiences in drama, jewelry making, physical education, and photography. Significant gains were made in all areas except physical fitness. The program was extended and expanded. (ECEA modified)

TMR,EMR,BI All G

Kaslow, Florence W. "Movement, Music, and Art Therapy Techniques Adapted for Special Education." in Hyatt, Ralph, Ed.D. and Rolnick, Norma Ph.D. editors. Teaching the Mentally Handicapped Child. New York, NY: Human Sciences Press, 1974.

This paper discusses how the creative arts therapist works with the whole person, that is the biophychosocial organism, to become an integrated person. The author presents a theoretical framework upon which such therapy is based. Because creative arts modalities afford avenues of expressions through nonverbal means, problems can be illuminated to the teacher and to the individual himself. Objectives, techniques and specific needs of the physically handicapped child and organically impaired child are discussed. Ventilation and increase of self-awareness have the healing effect upon the child with special needs.

EE All G,A

Krippner, Stanley and Blickenstaff, Ralph. "The Development of Self Concept as Part of an Arts Workshop for the Gifted." Gifted Child Quarterly, 15(3):163-66, Fall 1970.

To determine whether the vocational interests of gifted children were determined by socio-cultural influence as well as by intellectual potential, 40 gifted 8-14 year olds were tested and interviewed. Vocational preferences were determined and classified as scientific and masculine or artistic and feminine. Test of emotional stability, visual-motor skills, neurological organization and intelligence showed no statistically significant difference. Sex stereotypes remained the important variable. A 1-day arts workshop attempted to stimulate originality and self expression while breaking down stereotyped role definitions and expanding self concepts. (ECEA modified)

G&T 8-14 yrs. G

Krueger, Mark S. "The 'Program Day' as School in Residential Treatment." Child Welfare, 56:4,271-78, 1977.

The implementation of an educational program which utilizes child mental health specialists for the provision of high interest motivating activities as part of regular academic classroom instruction in a residential treatment facility for emotionally disturbed children is described. High interest activities such as art therapy, woodworking, perceptual-motor activities, and vocational skills are alternated with required subjects such as mathematics and science. Special activities taught by trained specialists working with small groups of children according to need, provide motivation and interest while also reinforcing and providing additional skill to subjects taught by academic instructors. (NCMHI abstract modified)

ED 6-12 yrs. G,A

Lambert, Anne and Drage, Darlene. Physical Education and Art for Elementary Special Education. Louisville, OH.: Stark County Department of Education, 1973.

The manual contains approximately 68 physical education activities and 60 art activities to be used with EE students in elementary school. P.E. activities are limited to low organization games and team sports. Given are procedures, safety and teaching information with regard to rules, formation, equipment and game patterns. Various art projects are given specifically for needs of exceptional children. Materials and bibliography are included. (ECEA modified)

EE Gr. 1-6 G

Library Services to the Exceptional Child. Chicago, IL.: Children's Services Division, American Library Association, 1969.

The packet of information contains 12 pamphlets dealing with library services and facilities for exceptional children. Included are the report and description of a demonstration project to expand services for MR, SM, and other handicapped children. These consist of a description of services, and annotated lists of books for a wide range of exceptionalities and problems. Information is also provided on a film helpful in defining the need for good library service for handicapped children. (ECEA modified)

EE All A

Linford, Anthony G. and Jeanrenaud, Claudine Y. Systematic Instruction for Retarded Children: The Illinois Program -- Experimental Edition. Part IV: Motor Performance and Recreation Instruction. Urbana, IL.: Illinois University. Institute for Research on Exceptional Children. Sponsoring Agency: Office of Education (DHEW). Washington, D.C. Bureau of Research. August 1970.

Presented is one of three parts of the Illinois systematic instruction program for TMR preschool children; motor performance and recreation which includes approximately 40 lesson plans for instruction in areas of basic movement, rhythm, arts and crafts, and miscellaneous activities. The recreational activities are said to have been chosen because of suitability, wide applicability, and contribution to self care and language aspects of the instructional program. Each lesson plan includes objective, rationale, prerequisite skills, materials and teaching procedures in the form of sequential task requests, evaluations and advanced skills.

TMR PS G

Lloyds, A. D. "The Blind in an Age of Science: Sports and Hobbies for the Blind." New Beacon, 53(631):287-90, November 1969.

A description of sport and hobby possibilities for the visually handicapped includes rowing, football, road walking, swimming, braille, car rally, horseback riding, and golf. Other activities which can be adapted for use by the blind are darts, bowling, shooting, fishing, gymnastics, and car and table games. Crafts are mentioned along with the potentials of garden working, music, play reading groups, ham radio operations, and carpentry. (ECEA modified)

VH All G

Los Angeles City Schools. Course of Study for EMR Pupils in the Elementary Schools. Los Angeles, CA.: Los Angeles City Schools. California Division of Planning, Research, and Development, Instructional Planning Branch. 1972.

Program contains a detailed developmental outline for use by teachers of EMR in elementary school. Purpose of the course is given to include fostering adjustment to the physical environment, responsible family

membership, civic responsibility and desirable leisure time activities. Scope and sequence for each subject are detailed at all levels. Specific suggestions are outlined for each teaching unit. (ECEA modified).

EMR Gr. K-12 G,A

Los Angeles County Schools. Putting It All Together: Techniques and Methods for Handicapped Children and Youth. Los Angeles County Schools, Ca: Division of Special Education, 1973.

Presented are 36 papers given at a 1973 conference on physical education techniques and methods for handicapped children. The following are sample titles and authors: "Movement in Programs for Handicapped Children - Hysteria and Reality", by Bryant Cratty, "Moving and Learning" by Marianne Frostig, "The Relationship of Motor Development to Learning" by Caro Hatcher. Also included is the conference agenda. (ECEA modified)

EE All G

Love, Harold D. and Osborne, W. H. Early Childhood Education: A Methods and Materials Book. Springfield, IL.: Charles C. Thomas, Publisher, 1971.

A general curriculum for early childhood education that discusses and suggests techniques for labeling, teacher role, health and safety, art, communications, social living,music, and language problems. It also examines the relationship of early education programs to the total educational sequence and gives the historical background and the future role of the graded school. (ECEA modified)

EC PS G

Lowenfeld, Berthold ed. The Visually Handicapped Child in School. New York, NY: John Day Company, Inc., 1973.

This book contains articles by professionals in the field dealing with all aspects of educating the visually handicapped child. Recommendations are given for psychological and educational assessment. Areas considered are social, emotional, and personality developmental needs, sensory-perceptual abilities, and special subject programming. Brief suggestions are made for music, arts and crafts, physical education and recreation, creative dramatics and creative writing. Extensive resources are listed at the end of each chapter as well as a list of recommended readings.

VH All G,A

McBride, Edd ed. A Guide for the Education of Exceptionally Talented Students. Raleigh, NC: North Carolina State Department of Public Instruction, September 1969.

151

This guide contains the standards for educating the gifted and the screening and identification procedures for the state of North Carolina research studies on ability grouping; the criteria for teacher selection, class size, and program evaluation; and the development of programs in language arts, English, social studies and science (elementary and secondary), mathematics, music, and art. Available mimeographed materials are listed. (ECEA modified)

EE,G&T All G

McCarthy, John L. ed. A Guide of Curriculum Materials for Exceptional Children. Pleasant, MI.: Lowell Publications, 1969.

Intended to assist teachers and administrators in locating curriculum materials for exceptional children, the resource guide lists the price and source of various types of materials, and includes a brief description of each. The majority of the material presented is noted as appropriate for EMR although much can be applied to students with perceptual problems and other learning difficulties. There are 16 general topic categories presented. Also included are catalogs, equipment, films, learning and manipulative materials, and tests. (ECEA modified)

EMR,ADP All G

McCraig, Virginia ed. Materials for Nursery School Teachers. Jackson, MI.: MCCW Publishing Co., n.d.

A collection of resources including finger plays, songs, poems, games, arts and craft ideas and recipes, along with lists of supplementary books and records. Some of the resources are organized around units (weather, nighttime, movement, transportation, etc.) with activities and materials suggested for each topic. (AAHPER abstract)

EC PS B,G

Mann, Lester and Sabatino, David A. eds. The Second Review of Special Education. Philadelphia, PA.: JSE Press, 1974.

This comprehensive examination of major fields and more restrictive special areas is a valuable resource text for educators working with children having exceptional education needs. It contains eleven articles by professionals in the field. Each contributor includes a bibliography for further research. Of particular interest is "The Use of Music With Exceptional Children" by Robert Michielutte. Other articles stress the importance of sequential development in perceptual-motor skills, sensory awareness and social relationships. Useful for those responsible for assessment and remediation.

EE,G&T All A

Martinson, Ruth A. and Seagoe, May V. The Abilities of Young Children. CEC Research Monograph Series. Washington, D.C.: Council for Exceptional Children, 1967.

This monograph describes the assessment of children's creative products in art, music, writing, social studies and science. The quality of the products of groups differing in intelligence are compared. This resulted in a dilemma as to what constituted creative performance and how educators relate it to intelligence and abilities. Implications of this demonstrate a need to establish valid criteria for judging creativity in all children and how best to foster it in the classroom.

EE K-Gr. 8 G

Maughan, Iselyn V. O.T.R. "Perceptual Motor Experiences (The Dynamics of Sensory Motor Experiences - Ages 0-6 years)." In: The York State Education Department, Early Identification and Education of Children With Hearing Impairment. (proceedings of institute.) NY: The University of the State of New York, The State Education Department for Physically Handicapped Children. February 1968. pp. 60-72.

This author calls upon educators and therapists to sharpen their sights on the intergrating process of perception which must proceed meaningful motor activities. A timetable for mastering sensory and perceptual motor accomplishments by infants and young children is given. It describes normal responses to taste, temperature, touch, vision, and color. This is followed by a list of complex perceptual motor skills - spatial relationships, perceptual constancy, and figure-ground perception. Most interesting is his description on enhancing sensory motor experiences from age 0-6 years which could be useful to parents and professionals.

NH 0-4 yrs. B,G

Mayesky, M., Neuman, D. and Wlodkowski, R. Creative Activities for Young Children. Albany, NY: Delmar Publishing Co., 1975.

How to stimulate creativity in children in a meaningful way. Each section includes a wide variety of activities, objectives, why and how they should be carried out, skill builders and finally a review to assess reader's understanding. Of significance are topics about developmental levels of art, relationship of art to total development, play activities to encourage creativity, movement and dramatics, and developing the senses. Well written and applicable to exceptional educational needs.

ADP,EC PS G,A

Meeker, Mary. "Creative Experiences for the Educationally and Neurologically Handicapped Who are Gifted." Gifted Child Quarterly, 11(3):160-64, Autumn 1967.

Presented is a suggested approach to establish a creative activities program intended to be adjunctive to the special programming for EH and NH who often are found to have gifted IQ scores. It is advised that creative activities which focus upon space orientation, self concept, and peer and adult relationship be used. A multi-sensory approach fosters sensitivity, fluency, flexibility, originality abstraction perseverance, high energy maintenance and spontaneity. The author contends that nurturance of those characteristics can be accomplished through an organized planned creativity center within the classroom.

G&T,EH,NH Gr. K-6 G

Meznarich, Richard, Habes, Robert and Binter, Claudia. "How Three Teachers Use Fantasy Journeys." Transpersonal Education: A Curriculum for Feeling and Being. ed. Gay Henricks and James Fadiman. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1976. pp. 71-76.

Author Meznarich directed a class of older students through a fantasy trip to a electromagnetic field. He found that the students were able to visualize the experience and then better understand the chapter in their book. Habe's class took a fantasy journey up a mountain and down again and then showed a better understanding of regions. Binter's first grade students responded well to a seaside trip and to "Peter and the Wolf".

G&T,ADP Gr. 1-8 G

Miller, Sue. Gifted and Talented Program 1973-1974. Juneau, AK.: Juneau School Districts, City and Borough of Juneau, Alaska, 1974.

Molloy, Julia S. Trainable Children: Curriculum and Procedures - Revised Edition. New York, NY: John Day Company, 1972.

A volume of varied information to aid in planning programs for the TMR. The function of the teacher, social worker, nurse, parents and volunteers in a special school are discussed along with aspects of psychological assessment, language evaluation, treatment of multiply handicapped and prescriptive teaching via the Illinois Test of Psycholinguistic Abilities. The following growth areas are also included: physical growth, social growth, intellectual growth and aesthetic growth, which is arts and crafts, music, and dance. (ECEA modified)

EE,TMR,MH All G

Monahan, Robert. Free and Inexpensive Materials for Preschool and Early Childhood. 2nd edition. Belmont, CA.: Fearon Publishers, Inc., 1977.

A handbook listing free and inexpensive materials that can be ordered from the listed distributors on thirty categories of interest areas for preschoolers and early childhood enrollment. Some materials notated with an asterick can be used directly with the children and others are for resource material.

EE,ADP PS B,G

Moodie, Norrie, et. al. Community Experience Curriculum: Primary Level, Moderately Retarded. Superior, WI.: Superior Public Schools (DHEW Title VI-B Grant #594149-71, Project #10071) 1971.

This curriculum is based on the Persisting Life Needs Model suggested by the Wisconsin Department of Public Instruction, Division for Handicapped Children. Emphasis is placed on developmental skills: Language, fine motor and perceptual training, gross motor and related creative arts activities. Program objectives and training activities are adequately detailed. Included is a list of resource books and audio-visual materials. The last half of the book contains sample units of study on "The Community": 1. Visiting the Neighborhood Grocery, 2. The City Fire Station, 3. The Police Station, 4. The Library, 5. The Zoo, 6. The Beach. All units contain Multi-Arts Activities.

EMR Gr. K-3 G

Morsink, Catherine. "Hand Puppets as an Aid to Self-Concept Protection in Remedial Teaching." Teaching Exceptional Children, 3(1.3):27-28, Fall 1970.

Children who have experienced repeated failure find security in puppets. They can be used to eliminate personal exposure to possible failure. The puppet receives the lesson, he responds and if he fails may express frustration. Types of puppet characters and styles of puppets are suggested.

LD,ED 5-8 yrs. G

National Association for Retarded Citizens. Recreation Handbook for State and Local Unit Recreation Committees. Arlington, TX.: National Association for Retarded Citizens, October 1973.

The recreation handbook provides broad guidelines and lists sources of information for state and local units of the National Association for Retarded Citizens, (NARC) to develop recreational programs. Described are the importance of recreation, survey results of community facilities, and role played by the parent-volunteer. Listing of approximately 140 books, films or sources of information are given. (ECEA modified)

MR All G

Nemarich, Samuel P. and Velleman, Ruth A. The Modification of Educational Equipment and Curriculum for Maximum Utilization by Physically Disabled Persons; Curriculum and Instructional Techniques for Physically Disabled Students. Human Resources Study Number 12. Albertson, NY: Human Resources Center. Sponsoring Agency: Office of Education (DHEW) Washington, D.C. 1969.

This publication (one of a series) is designed to serve as a preliminary concise handbook of information which deals with the severely physically disabled child with normal intelligence. The purpose is to provide information for program planning. Five topics, each addressing a major aspect of the disabled child's education, cover general introduction, problems and solutions, summary and reference list.

PH Gr. K-12 G,A

New Albany Municipal Separate School District. Early Childhood Education: A Handbook for Developing Preschool Programs. New Albany, MS.: New Albany Municipal Separate School District. Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE). Washington, D.C. December 1973.

The handbook offers guidelines for the development of preschool programs for 4 and 5 year olds. Specific information on staffing, funding, and scheduling is provided. Program purposes are seen to stress development of motor, language, and personal social skills. Program structure, staff responsibilities, and activities are given. Learning centers to provide concrete experiences are discussed as well as provision of special services, evaluation, operational suggestions and guidelines for effective teaching. (ECEA modified)

EC PS G,A

North Carolina State Department of Mental Health. Curriculum Guide for Aiding Teachers in Establishing Academic Programs for the Mentally Retarded. Raleigh, NC: North Carolina State Department of Mental Health, July 1967.

Objectives, skills, and activities are listed for the retarded in primary and intermediate classes in the areas of sensory skills, reading, writing, numbers, science, and social skills; subjects for secondary classes (divided into two levels) are social adjustment, communication skills, number concepts, prevocational training, science, and social studies; audiovisual materials and field trips are suggested. A curriculum guide covers the areas of student evaluation, arts and crafts, health and physical education, home economics, industrial arts, library use, music, and prevocational training. Each area contains a list of objectives; some provide special outlines for intermediate and primary students. (ECEA)

EE,EMR All G

North Carolina State Department of Public Instruction. Curriculum Guide for Teachers of Trainable Mentally Retarded Children. Raleigh, NC: North Carolina State Department of Public Instruction. Division for Exceptional Children, August 1972.

This guide identifies numerous skills appropriate to three developmental levels: Level One - CA 4 to 10 yrs./MA 1 to 5 yrs.; Level Two - CA 10 to 15 yrs./MA 3.5 to 7 yrs. and Level Three - CA 15 to 18 yrs./MA 5 to 8 yrs. Areas covered deal with self-help, communication, socialization, physical and motor development, cultural arts and practical occupational skills. Included are resource suggestions, teacher aide duties, evaluation procedures and recommendations for recording the exceptional child profile and progress report. (ECEA modified)

TMR 4-18 yrs. G,A

Northcott, Heather Huntington. "A Teacher's Aide — Color Me Satisfied." Volta Review, 72(3):181-84, March 1970.

This article is a personal account of a high school senior in a six-week summer program for deaf youngsters. The author describes the daily routine which was designed to serve education and recreational needs using a sensory approach for music, gym, art, arithmetic. The authors enthusiasm convey her sensitivity to deaf children.

AH All B

Norton, Sylvia. "Speech Development for the Deaf." Instructor, 83(4): December 1973.

Suggested are guidelines and activities to encourage speech development in deaf children. Guidelines include the use of props and providing for a maximum of body contact. Activities include playing 'baby' with a partner, yawning, deep breathing, general relaxation through pantomime, duplicating sounds of inanimate objects, and using rhythmic activities to release tension. (ECEA)

EE,AH All G

Ogletree, Earl. "Teaching Number Concept to the EMR Child." Journal for Special Educators of the Mentally Retarded, 13(1):26-30, 1976.

An action oriented method for teaching arithmetic to EMR children is proposed. Physical action, emotional involvement, and conceptual learning is the sequence of learning presented. Music and poetry, to the extent that they have rhythmic content, are preferred tools in the teaching process. Coordination of movement and thinking activities is particularly helpful to the EMR child, as it helps to develop an increased sense of body scheme, body control and coordination. (NCMHI abstract modified)

EMR All G,A

Oklahoma State Department of Education. A Guide for Teachers of Trainable Mentally Retarded Children. Oklahoma City, OK.: Oklahoma State Department of Education. Division of Special Education, 1972.

This guide for educating the TMR in the public schools covers such topics as background philosophy, general aims and objectives, evaluation check lists, and the curriculum needed for each age level. Activities that have been successful for teachers of the TMR are suggested for areas of social adjustment, self care, home-community usefulness, physical education, language development, number concepts, music therapy, and art therapy. (ECEA modified)

EE,TMR All G

Overs, Robert P. and others. Guide to Avocational Activities. Volume II. Milwaukee, WI.: Curative Workshop of Milwaukee, Wisconsin. Research Department. Sponsoring Agency: Bureau of Education for the Handicapped (DHEW/OE). Washington, D.C. May 1972.

Descriptions of over 500 avocational activities are made in the areas of collection; craft; art and music; entertainment, cultural, and educational; volunteer; and organizational activities. They are listed to describe the kind of activities and its relationship to various impairments. A check list is provided which includes such information as a listing of environmental factors, cost of equipment and supplies, whether the activity is within the physical and/or mental capacity of an individual with the specified impairment, and references. (ECEA modified)

EE All G

Overs, Robert P. and others. Guide to Avocational Activities. Volume III. Milwaukee, WI.: Curative Workshop of Milwaukee, Wisconsin. Research Department. Sponsoring Agency: Bureau of Education for the Handicapped (DHEW/OE). Washington, D.C. May 1972.

A quick find list to avocational activities is provided. (The avocational activities have been described in the previous two volumes, see EC 042 138-9) Under each environmental factor, social psychological factor, and impairment and energy expenditure range are listed appropriate codes for avocational activities in which these factors and impairments are relevant. Only those impairments coded can do, can do with modifications, and can do some of the activities are listed. An index is also included. (ECEA)

EE All G

Page, William R. Instructional Systems for Students With Learning Disabilities; Junior High School Program. St. Ann, MO.: Central Midwestern Regional Educational Laboratory, Inc. Sponsoring Agency: Office of Education (DHEW). Washington, D.C. September 1968.

This publication describes a special pilot program for seventh and eighth graders with indications of learning disabilities. The teachers set up individualized instruction and employed the children to help each other or tutor lower grade levels, make their own worksheets and chart their own progress. Within a 6-hour day they had physical education, music, art, industrial arts, homemaking, English, math, social studies, and science in unstructured blocks of time. (ECEA modified)

EE,LD | Gr. 7-8 | G

Pape, L. and others. "Puppetry Workshop in a Learning Disabilities Clinic." Academic Therapy, 9:457-64, Summer 1974.

Discussed is a puppet workshop which has become a permanent part of a Learning Clinic program which serves LD children who also have emotional problems. The objective was to enable the child to channel handicapping behaviors into a constructive expression. Resultant effects were demonstrated by behavioral and academic growth thereafter during the academic year.

LD,BD,ED | Gr. K-8 | G,A

Perry, Natalie. Teaching the Mentally Retarded Child: Second Edition. New York, NY: Columbia University Press, 1974.

The original 1960 book has been updated to cover programs in public schools as well as residential institutions. The text has been written primarily for the trainable class teacher and those entering the profession, but is a valuable resource for all those involved in providing educational experiences for trainable mentally retarded students. The book is separated into five parts dealing with 1. Causes and Syndromes, 2. Characteristics of the Trainable Pupil, 3. Orientation to the School Program, 4. Curriculum and Activities, and 5. Home-School-Community Relationships. A valuable appendix gives examples of a data form and an achievement summary; music resources; suggested books and educational materials; and an extensive bibliography. The curriculum chapter deals with self-expressive movement activities, music, arts and crafts and group projects. Most of the curriculum material relies heavily on sensory awareness and perceptual-motor development.

TMR | 3-21 yrs. | G,A

Play Time at Home. Head Start Program. Covington, LA: Regina Colli Child Developmental Center, n.d.

Series of three booklets for parents of preschool, handicapped children. Developmental games and exercises to reinforce learning are given, as well as how parents can otherwise help their children in the home.

EE | PS | B

Preschool Learning Activities for the Visually Impaired Child, A Guide for Parents. Springfield, IL.: Illinois State Office of the Superintendent of Public Instruction, 1972. Sponsoring Agent: Bureau of Education for the Handicapped, U.S. Department of Education.

This booklet lists games and activities designed to develop independence through tactual, aural, physical, self care, social, visual and mobility training of preschool visually handicapped children. Activities are listed by age level 3, 4, and 5 yrs. under the special skill to be developed. Each section includes instructions for particular games, recommended materials and examples of activities. A glossary of relevant terms and a list of Illinois agencies servicing the visually handicapped are included. (ECEA modified)

VH PS B,G

Quigley, Helen and others. Instruction Guide for Teachers of the Partially Seeing. Seattle, WA.: Seattle Public Schools, 1968.

An instruction guide for teachers of the partially seeing provides information on needs and characteristics, class organization (primary, intermediate), and course of study. Curriculum adaptations and approaches to teaching include primary, intermediate, junior and senior high. (ECEA modified)

VH Gr. K-12 G

Ray, Hewey. "Media and Affective Larning." American Annals of the Deaf, 117(5):45-49, October 1972.

Teaching strategies intended to foster imagination and affective learning are discussed. Included are ways to sensitize children to linguistic imagery, to involve students in the learning experience and to stimulate appreciation of nonverbal expression. Suggestions are made as to the use of visual art to activate creative thinking. The author indicates the importance of teaching children to respond to beauty, and believes that learning can result simply from exposure to works of art. (ECEA modified)

EE Gr. K-8 G

Reagan, Cora Lee. Handbook of Auditory Perceptual Training. Springfield, IL.: Charles C. Thomas, Publisher, 1973.

This book is devoted to diagnosis and remediation of auditory Perceptual Dysfunction in children from 2 yrs. to pre-adolescence. Growth patterns in motor, social, and communication performance are sequenced for each age group. A complete training program is detailed which incorporates music, poetry, movement and rhythmics into the learning activities. A bibliography lists 52 references. Examples of rating scale forms are included in the appendix.

LD,MR,CH PS-Gr. 8 G,A

Recreation Literature Retrival Project. "Selected Bibliography on Recreation for the Mentally Retarded." Therapeutic Recreation Journal, 3(4): 14,41-42, 1968.

A bibliography of 34 selected items. Activities include crafts, games, dance, scouting and camping. Other areas of concern are motor function improvement, social education, cultural deprivation, model cities, adolescent attitudes, home influences, activities programming and physical education. The selection covers materials published between April 1964 and July 1968. A project of the Recreation and Parks program and the Pennsylvania State University, College Park, Pennsylvania.

MR All G,A

Renzulli, Joseph. "The Connecticut Program for the Gifted." Today's Education - NEA Journal, 57(9):74-76, December 1968.

Seven programs for gifted and talented children and youth are described. Among the programs explained are a scientific research project conducted at a former missile base; a program for artistically talented elementary school pupils designed to foster originality and fluency in producing visual symbols and to cultivate an experimental attitude toward using art techniques in various media; and a program attempting to combine music, the visual arts, and the performing arts into an integrated experience in the humanities. (ECEA modified)

G&T All G,A

Renzulli, Joseph S. and Callahan, Carolyn M. "Developing Creativity Training Activities." Gifted Child Quarterly, 19(1):38-45, 1975.

Basic techniques for encouraging youngsters to think creatively are offered, in terms of both general strategies and specific activities. Principles underlying creativity training are fluency, open endedness, environmental relevancy, and enjoyment. Creative training activities suggested involve creative writing, and figural and symbolic creativity. The principles and activities which develop from them serve an important function in the development of the creative thinking process. (NCMHI abstract modified)

G&T Gr. 3-8 G,A

Resnick, Rose. "Recreation: A Gateway to the Seeing World." New Outlook for the Blind, 65(9):291-96, November 1971.

The role of recreation in the process of personal and social adjustment for the blind child is discussed. Recreation conditions, builds muscles, body confidence, gives a release for pent-up emotions, and trains social skills. Hiking, nature study, swimming, rowing, sports and games, folk and social dancing, dramatics, and music. (ECEA modified)

VH All G

Robinault, Isabel P. ed. Functional Aids for the Multiply Handicapped. Hagerstown, MD.: Harper and Row, Publishers, Inc., 1973.

This reference book presents aids and techniques in the areas of transfer, travel and mobility; personal care; communications and learning; and recreation. Listings usually include item name description source, and an illustration. Art-related areas are music making equipment and recreational hobbies. (ECEA modified)

MH,PH,CP | All | B,G,A

Rogovin, Anne. Learning by Doing. (An Illustrated Handbook for Parents and Teachers of Children Who Learn Slowly). Johnston, PA.: Mafex Associates, Inc., 1971.

Twelve separate sections devoted to learning skills essential to the growth and development of the educable retardate. Numerous photographs and drawings illustrate the many lessons covering a complete curriculum. The last two sections focus on the arts but many useful ideas may be gleaned from throughout the other sections for those working with EMR children.

EMR | Gr. K-12 | B,G

Rose, Helen S. "Helping Perceptually Handicapped Children." Children Today, 3(1):7-9, January-February 1974.

A 6-week tutorial program of art instruction helped develop the visual-motor-perceptual abilities of five first-grade children who had scored poorly on the Bender Visual Motor Gestalt Test. The program was designed to help the children recognize differences in simple shapes, develop their perceptual transference ability, and develop their ability to cut or draw a variety of shapes. Teaching methods employed kinesthetic, visual, tactile, and verbal processes. Activities included handling shapes and modeling shapes from clay. Testing at the end of the program revealed great improvement in visual motor abilities for all five children. (ECEA)

EE,LD,PMS | Gr. 1 | G

Rosner, Jerome. Perceptual Skills Curriculum. Program II: Auditory-Motor Skills. New York, NY: Walker Educational Book Corporation, 1973.

A guide containing 33 behavioral objectives, stressing development of basic abilities to organize acoustical patterns, planned with activities sheets organized by eight levels of increasing complexity and sequential units for use in an early childhood program or remedial program for the learning disabled elementary child. The beginning levels focus on music, clapping, and other nonverbal acoustical stimuli. Later levels are concerned with syllables, single phonemics and consonent blends. Testing and record keeping procedures are given along with suggestions on classroom management. (ECEA modified)

EE,EC,LD | PS-Gr. 6 | G

Rubini, Terri ed. "Key to Understanding Self and Others." Educational Leadership, 32(1):19-21, October 1974.

The Human Development Program is a structured method of developing self-awareness, positive self-concept, and supportive interaction in the class room in which the children gather daily in a Magic Circle to discuss their thoughts, feelings and behaviors, and to build effective communication skills. Active and reflective listening, role playing, repeating and paraphrasing another's feelings, comparing similarities and differences, and reviewing new awarenesses are explored in a safe environment. The intent is to provide an opportunity to explore pro-social alternatives to irrational behaviors through trust and acceptance in an effort to achieve the confidence to deal creatively with everyday tensions and struggles. (ECEA modified)

ADP,EE | All | G

Rudolph, Marguerita. From Hand to Head - A Handbook for Teachers of Preschool Programs. New York, NY: Webster Division, McGraw-Hill Book Company, 1973.

The book contains material based on the author's personal experience working with preschool children. Learning which starts with physical contact gradually transfers to cognitive thinking. Specific suggestions for activities to stimulate hand to head learning are given. Arts related chapters emphasis development of sensory awareness skills. Creating an atmosphere of freedom, fostering humanistic behavior, and maintaining a sense of order are important aspects of teaching the whole child during the developmental years.

EC | PS-6 yrs. | B,G

Saunders, Robert J. Relating Art and Humanities to the Classroom. Dubuque, IA.: Wm. C. Brown Co., 1977.

This book presents a rationale for the importance of the arts in the school curriculum. It demonstrates how the arts can be used to foster self-actualization, build moral and ethical consciousness, and promote social/political understanding. Not only an idea book, it is valuable as a reference text. It contains information on planning humanistic arts programs, formulating behavioral objectives, and developing evaluation techniques.

ADP | All | G

Schorlemmer, Ella, comp. Band Aid Therapy. Victoria, TX.: Victoria Independent School District, 1969.

A variety of games, songs, hand activities, and other movement experiences are presented which provide for success and enjoyment for most children and which will serve as readiness activities in motor skills for those with inadequate coordination skills. Materials are assembled under the following classifications: body action in rhyme, animal motions, hand fun, counting exercises, therapy through Mother Goose, rhymes for quiet times, the seasons in swing, holidays through motion, verses with action in Spanish, home and family activities, and noises to hear and to make in rhyme. The final section includes sounds in the alphabet with poems or exercises which specifically incorporate the noise for auditory practice. (ECEA)

EE,PMS,SA Gr. 1-6 G

Seattle Public Schools. Instruction Guide for the Profoundly Mentally Retarded. Seattle, WA. 1968.

To provide an opportunity for the profoundly mentally handicapped child to develop his ability to cope with the demands of daily living, the Seattle Public Schools have designed an instruction guide spanning nursery through prevocational education. Point of view, objectives, daily schedule, self-care skills, social skills, fundamental skills and art, music and physical education are outlined for all stages. (ECEA modified)

PMR All G

Seattle Public Schools. Instruction Guide for Teachers of the Elementary Severely Mentally Retarded (Trainable) -- Ages 9-13. Seattle, WA. 1968.

A curriculum guide of the elementary (9-13) TMR is outlined. Objectives, needs and characteristics, administrative organization, classroom organization and management, and a suggested daily schedule are given. The curriculum includes language development, number experiences, music, arts and crafts, health and safety, physical activities, and citizenship. Parent counseling and supplemental instructional aids are presented. (ECEA modified)

TMR 9-13 yrs. G

Sheilds, Joan E. "Methods for Teaching Deaf Children With Visual Difficulties." Teacher of the Deaf, 70(415):370-73, September 1972.

Teaching methods for use with aurally handicapped children who are partially sighted are briefly described. Methods of communication, the use of field trips, music, plays and art activities are noted. Reference is made to the social development aspects inherent in these learning experiences. (ECEA modified)

MH,AH,VH All G,A

Shepherd, B. W. et al. Curriculum Guide for Teachers of Trainable Mentally Retarded Children. Jefferson City, MO.: Missouri State Department of Education, 1970.

Curriculum guide covers twelve major areas of development of which sections about sensory and perceptual training, oral language development, physical education, interpersonal relations and fine arts are of special interest. Each procedure gives the learning experience and in concise form lists activities, procedures, materials and equipment. The three levels in each section, primary, intermediate and advanced are color coded for easy access. For further information, each chapter provides a bibliography and references for materials and equipment. Complete and well written.

TMR Gr. K-12 B,G

Sherrill, Claudine ed. Creative Arts for the Severely Handicapped. Fort Worth, TX.: The Perko Printing Company, 1977.

This publication is compiled by the Texas Woman's University faculty, alumnae, and graduate students. It is a collection of eighteen individual articles written to support the position that severely handicapped people need training in using their abundant leisure time productively through the modes of expressive arts and subsequently have learning experiences that enrich the quality of their lives. Each article has a highly selective focus of a specific impairment in the areas of PMR, PH, VH and AH, and the specialized approach for dealing with the impairment, through creative self-expressive arts, dance and its socializing experience, music and rhythms, drama, aethetic awareness through a multisensory approach, mainstreaming, and observing and rating creative movements. The publication would be useful to the general classroom teacher working with preschoolers to adolescents.

PMR,PH,VH,AH All G

Simpson, Bickley. Learning Disabilities In-Service Training Kit. Marshfield, MA.: Project Lighthouse. Sponsoring Agency: Office of Education, Washington, D.C. 1969.

Included in the training kit for LD teachers are materials developed by Project Lighthouse for experimental field usage to test the materials. The problem of educating children with learning disabilities is summarized. Standardized tests; language development; and logical training, reading and spelling are the major text divisions. Also included are some teacher designed materials and techniques. Bibliography included. (ECEA modified)

LD All G,A

Sisk, Dorothy. "Relationship Between Self-Concept and Creativity: Theory Into Practice." Gifted Child Quarterly, 16(3): 229-34, Fall 1972.

This study involved 45 children with IQ range of 132 to 148 and exhibiting at least three of the following characteristics: needs urging waits for instructions, withdraws, seeks to terminate, shy, difficult to establish rapport, and praise needed. Creativity assessment made by means of Franck Drawing Completion Test, openended questions asked in small group discussions, and teacher behavioral observations. Class grouping by class of 15 students per group. Each group was instructed in terms of four principles which emphasized positive aspects of self and the learning process. Efforts were more to praise children in classes engineered for success, and to provide opportunities for writing and reacting to pictures, poetry, music, social situations and literature. 75% of classroom teachers reported that children involved were responding at a higher level in their school work. (ECEA)

G&T 7-15 yrs. C,A

Skarda, Dolores and others. Pre-Academic Program for Children Delayed in Oral Communication Skills. Appleton, WI.: Joint District No. 10. Sponsoring Agency: Office of Education (DHEW). Washington, D.C. Wisconsin State Department of Public Instruction. Appleton. Division for Handicapped Children. 1974.

Report describes a special 2 year early oral language intervention program develop life oriented, auditory vocal language skills. This is a broad scope evaluation of the program including philosophy, screening procedures and generalized curriculum.

EC PS A

Skipper, Charles E. and De Velbiss, Jack A. "Innovations in Education: Developing Creative Abilities in Adolescence." Educational Leadership, 27(2):191,193, November 1969.

The program of the Living Arts Center (Dayton, Ohio) to develop students' creative abilities by providing after school experiences in creative writing, dance, music, drama, and the visual arts was tested for effectiveness in a two-year study. Students, in grades seven through ten, were selected by their performance on Torrance's Things Done on Your Own Checklist, a 99-item index of creative abilities, for the experimental and control groups. The results show program students engage in more cultural activities; increased in their creative thinking skills; perceive themselves as more curious, resourceful, imaginative, confident and independent; and increase their creative abilities on selected dimensions. (ECEA modified)

ADP,G&T Gr. 7-10 C

Smith, Paul. Perceptual Motor Test. Freeport, NY: Educational Activities, Inc., 1973.

A test developed to predict academic learning problems of children entering school and to diagnose perceptual motors deficits of children manifesting learning difficulties in the primary grades. It is not necessary for children to be able to read or write since subtests are physical in nature and are given orally. Sample score sheet and six blank sheets are included.

PM,EC,LD 3-8 yrs. A

Spodek, Bernard. Teaching in the Early Years. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1972.

Addressed to teachers, the volume examines curriculum and teaching in early childhood education, deals with specific subject areas in the school program, and with various educational concerns of the teacher. Various early childhood curricula are cited and evaluated. Language learning, beginning reading, science, mathematics, social studies, music and art, and play activities are important aspects of the guide. (ECEA modified)

EC PS G

Stant, Margaret A. The Young Child -- His Activities and Materials. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1972.

This book offers suggestions on appropriate creative art activities and play materials for young children. Story telling, music, puppetry, and visual art projects are some of the areas for which directions and examples are presented. Integrated planning tying activities to growth patterns and to other learning disciplines accentuates the need to focus on total development of the young child.

EC PS-K B,G

Stein, Myron L. "Therapeutic Initiatives With Inaccessible Preschoolers." Journal of Child Psychiatry, 15(3):385-94, 1976.

Recent psychotherapeutic treatment initiatives with preschool children are reviewed, and case studies are presented, one in which singing interpretation was used with a child reacting to her grandfather's death and another in which singing therapy was used to communicate with an autistic child. Therapists are encouraged to persevere and experiment with various methods of breaching inaccessibility. (NCMHI abstract modified)

BD PS A

Stewig, John Warren. "I Absolutely Refuse to be an Onion." Gifted Child Quarterly, 20(1):31-39, Spring 1976.

The author presents creative dramatics as a tool to help gifted children in their development. A planned sequence of drama experiences are necessary to achieve specific objectives. Five behavior changes are discussed which may result from creative drama: impressive, expressive, communicative, social and creative. Case studies indicate such development cannot be neglected in the needs of gifted children.

G&T Gr. 1-6 G

Suo, Minnie A. and Willemin, Helen. Educable Mentally Retarded. Level II. Fort Worth, TX.: Fort Worth Public Schools, 1969.

A curriculum guide for the educable retarded children with mental ages from 5.0 to 6.6. Suggested units include citizenship and patriotism, family and school, shelter, foods, clothing, transportation, communication, recreation and leisure and seasons and holidays. Each unit is planned to develop the physical, personal and social, and vocational competencies.

EE,EMR All G

Sutherland, Prudence A. "On the Need of the Severely Handicapped to Feel That They are Human." Top of the News, 25(3):263-67, April 1969.

A personal account is given of the psychological needs of the severely handicapped. The role of the family and friends is described along with the problems of socialization and the values of bibliotherapy. (ECEA)

EE,PH All B,G

Syroid, Walter ed. Creating Learning-Aids. (Institute for Special Education Teachers, Detroit, Michigan.) Michigan State Department of Education, Lansing. Division of Special Education - Detroit Public Schools, Michigan. Sponsoring Agency: Office of Education (DHEW), Washington, D.C. August 1974.

Presented are the agenda and description of an institute for special educators including the exploration of diagnostic tools, the development diagnostic instruments, and instruction in construction techniques and use of teaching aids. The presentation, reaction activities reports, and materials lists are given. Also included are instructional aids focusing on specific skills and sample activities. Reactions were highly positive. (ECEA modified)

EE All G

Taetzsch, Sandra Zeitlin and Taetzsch, Lyn. Preschool Games and Activities. Belmont, CA.: Fearon Publishers, 1974.

This illustrated paperback uses a multisensory approach to guide preschoolers in constructive play to provide learning experiences involving themselves and people and objects in their world. The games and activities are designed to utilize the children's interests and abilities and to develop basic skills in the areas of basic vocabulary, listening skills, developing large-muscle coordination, eye-hand coordination and finger dexterity, following simple directions, sorting, matching, counting, putting things into sequences. These activities employ the disciplines of art, music, movement, and role-playing and therefore would be applicable to the specialist designing an arts program for children with developmental lags. Helpful with this aspect is the fact that materials, preparation, skills and words to use are given for each game and activity.

EMR,TMR,PH PS-Gr. 3 G

Teague, Cecil E. comp. Report of Gifted Child Project 1969-1970. Decatur, AL.: Decatur City Schools, 1970.

Tempest, N. R. Teaching Clever Children, 7-11. Boston, MA.: Routledge and Kegan Paul, 1974.

This book is a report of a study done at the Liverpool University School of Education in Great Britain. It started in 1967 when one hundred 7-year-old children were selected with IQ's of 127 or above. These children were studied for a period of 4 years. The study was designed to determine:
1. How are clever children to be recognized at the early age of 7; and
2. How can their abilities be challenged in school? Chapters deal with problems of recognition and adaptation of curriculum, observation and inquiry, problem solving, imaginative work, and miscellaneous activities. The chapter on imaginative work discusses reading, story-telling, poetry, drama and music. The author makes general observations about the role of the arts in the curriculum for clever children, and offers some teaching methods, and suggested activities. Art and craft, physical education and games are briefly discussed in the chapter on miscellaneous activities. Good bibliography for educators interested in material dealing with gifted and talented.

G&T 7-11 yrs. G,A

Texas Education Agency. Guidelines for Program Development. Special Education. Volume III. Austin, TX, 1968.

The Texas public school program for the minimally brain injured is outlined with guidelines for screening, identifying, and evaluating. Also explained is the structure of the classroom, suggested behavior controls, and parent conferences and counseling. A detailed curriculum to follow includes developmental areas in motor, perception, language and the social and emotional; academic areas in communicative arts, arithmetic, science, and social studies; and the creative areas of arts and crafts, dramatics and creative play, and music. Suggestions are given for equipment, materials, and supplies. (ECEA modified)

EE,MBD,PMS All G

Torrance, E. Paul. Encouraging Creativity in the Classroom. Dubuque, IA.: William C. Brown, Publisher, 1970.

Presented are creative activities to encourage creative growth. Ideas are given for knowing the learner. A 6-level sequential hierarchy is given for building creative skills and developing mental abilities. Other aspects discussed are strategies beyond the textbook, talent discovery, and 3 programs for fostering development in the disadvantaged child. (ECEA modified)

EE | All | G

Tucker, Dorothy G.; Seabury, Barbara-Jeanne; and Canner, Norma. Foundations for Learning With Creative Art and Creative Movement. Boston, MA.: Department of Mental Health, 1967.

A program guide for preschool clinics - approaching all learning through creative art and movement. Excellent outlined procedures for the beginning teacher in pre-school. Also used in Massachusetts Preschool retarded children.

EC | PS | G

UNISTAPS Early Childhood Education Project in Minnesota. Hearing Impaired Children (Birth to Three Years) and Their Parents. Washington, D.C.: Alexander Graham Bell Association for Deaf, Inc., n.d.

This curriculum guide focuses on methods and information which should serve as a detailed reference for working with young hearing impaired children. A simple approach intends to describe components of a comprehensive home-centered, parent guided program for children 0-3 years of age.

AH,HI | 0-3 yrs. | B

U. S. Department of Health, Education and Welfare. Responding to Individual Needs in Head Start: A Head Start Series on Needs Assessment. (Part I: Working with the individual child). Washington, D.C.: DHEW Publication No. (OHD) 75-1075, 1974.

A good resource and reference book for practitioneers serving pre-school children with special needs. Chapters cover general concerns; management of some physical cognitive development and emotional problems; medical information about handicaps and health impairments, as well as a parent advisory section. Appendexes include: materials and ideas, bibliography, and a publication evaluation form. Teacher/therapists working with pre-school children will find that these approaches to growth and development integrate "the arts" into the total learning experience.

EE | 3-5 yrs. | E,G,A

U. S. Department of Health, Education and Welfare. Tool Kit, 76. DHEW Publication No. (OHD) 76-31093, Washington, D.C.: Government Printing Office, 1975.

A catalog of materials, methods and media for Head Start teachers of handicapped children. This publication is a valuable resource for educators serving the needs of the young handicapped child.
EE PS B,G

Vettese, Joseph. "Instrumental Lessons for Deaf Children." Volta Review, 76(4):219-22, April 1974.

Eight hearing impaired children were given drum lessons and progressed so well, they performed in the annual spring music festival. First five basic procedures had to be learned involving reading notes, counting properly, rhythm, hand and stick use, and final coordination of the steps. Visual cues with metronome facilitated overcoming initial frustrations. Development showed evidence in other areas such as self-confidence, rhythm, speech, and math, as well as group socialization skills.
AH Gr. 1-6 G

Walden, James D. "An Action Program for Gifted Students." Gifted Child Quarterly, 20(1):24-30,11, 1976.

Suggestions for language arts programs for gifted students that involve activity and encourage experimentation are presented. Stimulating the environment, creative use of camera, pantomime, music and poetry are discussed. It is concluded that an action program encourages independent thought and personal experimentation. (NCMHI abstract modified)
G&T All G

Welsbacher, Betty T. "More Than a Package of Bizarre Behaviors. The Neurologically Handicapped Child." Journal for Special Educators of the Mentally Retarded, 11(2):84-86, Winter 1975.

Described for music teachers are neurologically handicapped children's behaviors, including hyperirritable attention, abstracting difficulties, and extreme fluctuation in propositional level. The attraction of these children to music is attributed to the order and predictability inherent in music.
NH All G

Wethered, Audrey C. Movement and Drama in Therapy. Boston, MA.: Plays, Inc., 1977.

Explores the role of body movement, drama and music in helping the emotionally disturbed. The author presents tested methods for using movement, drama and music, and gives detailed accounts of individuals and groups with whom she has worked. The book will help those experienced in therapy to understand the new dimensions of movement as a tool; those trained in movement to apply their skills in therapeutic and other remedial ways; and those in related disciplines to make greater use of movement, drama, and music.

BD,ED Gr. K-12 G,A

Wing, Lorna. Autistic Children - A Guide for Parents and Professionals. New York, NY: Brunner/Mazel, 1973.

A distinguished psychiatrist provides a useful guide to understanding the autistic child developing positive assets and social experience to the fullest and integrating him into society.

AUT Gr. 1-6 B,G,A

Williams, Clarence R. End of Project Period Report. FY 1971-1972. Harrison, AR.: Harrison School District No. 1, Educational Research and Development Center. Sponsoring Agency: Arkansas State Department of Education, Little Rock, June 1972.

Presented is the final report of a 2-year project funded through Title III to integrate art and music programs in elementary schools and special classes; and to establish two resource rooms for developing academic and art/music oriented instructional materials for the learning disabled, educationally disadvantaged and educable mentally retarded. Included are program goals and objectives for the art and music component. Significant results show gains on tests, and also that children receiving instructions in art and music programs develop a positive attitude toward self and classroom learning whereas children without the art and music exhibit behaviors indicating boredom and negative attitudes. (ECEA modified)

LD,EMR Grs. 1-9 G

Wold, Robert M.Ed. Visual and Perceptual Aspects for the Achieving and Underachieving Child. Seattle, WA.: Special Child Publication, Inc., 1969.

Articles on vision and visual processes compiled for professionals interested in solving these problems as they relate to learning and learning disabilities. Major units of the book are devoted to theory, interprofessional coordination, testing and remediation. (AAHPER abstract)

VH,LD All A

Wood, Mary M. Ed.D. editor. Developmental Therapy. Baltimore, MD.: University Park Press, 1975.

After six years of intensive work at the Rutland Treatment Center for Emotionally Disturbed Children, Dr. Wood and her colleagues have produced an effective, meaningful therapeutic manual and curriculum guide for teachers as therapists of the young emotionally disturbed child. The text is divided into the following four sections: 1. Description of the treatment model and a validation of it after a three year testing period, and the Developmental Therapy objectives, 2. Description of actual techniques and materials used successfully in the model by teacher as therapist, 3. Presentation of case studies for the four stages of developmental therapy using examples from the first two sections, 4. Description of ways the regular school and families are involved in the treatment process. It also includes an appendix of behavioral objectives and rating scales, samples of forms, and a glossary of terminology. This book translates theoretical concepts into day-to-day educational practices making it relevant for the special education specialist, social worker, psychologist, mental health administrator, and the recreation, music or art therapist working with the young emotionally and behaviorally disturbed child.

ED,BD 3-14 yrs. G,A

Young, Margaret. Developmental Program for Training of the Preschool Child. Ladson, SC: South Carolina State Department of Mental Retardation, 1974. Sponsoring Agency: Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.